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ABSTRACT

This pronunciation text is the sixth in a seven-volume series of curriculum materials for the teaching of English as a second language to adults. The lessons are designed specifically for Asian students and Spanish speakers, focusing mainly on the English sounds that are absent in the non-English languages. The lesson sequence does not reflect a hierarchy of difficulty. The sounds are presented according to the points and manner of articulation for the consonants and the tongue position for the vowels. Each lesson presents a vowel or a consonant pair in contrast, illustrated through drill pictures and facial diagrams. The build-up exercises proceed from minimal pair drills, to phrase dills, to sentence drills, and provide practice in both listening and production. Facial diagrams and holdup pictures are provided for each drill. Optional drill exercises and sentence exchanges which permit contextual practice are included. Suggested procedures for using the lesson appear on each lesson sheet. A summary chart comparing English sounds with the sounds of Cantonese, Mandarin, Japanese, Korean, Samoan, Tagalog, and Spanish and facial diagram showing the speech organs involved in sound production are included for reference. (Author/PP)

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ASIAN
PROJECT

ED 095708

Pronunciation Lessons for Adults

Volume Six

FL006168

ED 095708

"BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP"

PRONUNCIATION LESSONS FOR ADULTS

U.S. DEPARTMENT OF HEALTH,
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DIVISION OF CAREER AND CONTINUING EDUCATION

ADULT BASIC EDUCATION PROGRAM

LOS ANGELES UNIFIED SCHOOL DISTRICT

1971-74

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FOREWORD

"Bridging the Asian Language and Cultural Gap" was initiated as a curriculum-development and teacher-in-service project designed to help the non-English-speaking Asian adult meet his everyday language needs. Funded by the U. S. Office of Education as a special experimental demonstration project, it operates under the Adult Basic Education Program of the Division of Career and Continuing Education of the Los Angeles Unified School District.

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Lesson 18. /I/ and /ɛ/ It's a bill/bell.
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Facial Diagrams

D1 - /p/
D2 - /f/
D3 - /b/
D4 - /v/
D5 - /tš/
D6 - /dž/
D7 - /θ/
D8 - /ð/
D9 - /θ/ and /t/
D10 - /ð/ and /d/
D11 - /s/
D12 - /z/
D13 - /s/ and /š/
D14 - /ž/
D15 - /š/
D16 - /l/ and /r/
D17 - /iy/ and /I/
D18 - /uw/
D19 - /U/
D20 - /I/ and /ɛ/
D21 - /ey/
D22 - /ɛ/
D23 - /ow/ and /ɔ/
D24 - /ɛ/ and /æ/
D25 - /æ/ and /a/
D26 - /ə/ and /U/
D27 - /ə/
D28 - /ər/
D29 - /ə/ and /a/

AN OVERVIEW

These pronunciation lessons are designed to aid students of English as a Second Language in improving their speech skills. Practice is provided in making discriminations between sound contrasts, the usage of correct intonation and stress, and the proper blending of words within phrases and sentences.

The sound contrasts presented in the lessons focus on those sounds which have been found to be difficult for Asians and Spanish speakers. These sounds were selected on the basis of the findings of the phonological study conducted by the staff of the Asian Project and validated by a sampling of teachers in the Los Angeles Unified School District. In the course of this study, a chart was developed, comparing the sounds of English with the sounds of the following languages: Cantonese, Mandarin, Japanese, Korean, Samoan, Tagalog, and Spanish.

The lessons basically focus on the English sounds that are absent in the non-English languages. Some lessons deal with common substitution problems, such as with the /l/ and /r/ contrast, while others deal with two new but similar sounds, as the /θ/ and /ð/ contrast.

The sequencing of the lessons does not reflect a hierarchy of difficulty; rather, the sounds are presented according to their points of articulation and manner of articulation for the consonants and tongue position for the vowels.

Each lesson presents a vowel or a consonant pair in contrast, with the presentation being made through drill pictures and facial diagrams which illustrate the contrast. The build-up exercises proceed from minimal pair drills, to phrase drills, to sentence drills, and provide practice in both listening and production. Facial diagrams and hold-up pictures are provided for the drills.

Optional drill exercises provide students with further practice on the sounds presented. Meaningful sentence exchanges allow for contextual practice. Suggested procedures for using the lessons appear on each lesson sheet.

A summary chart of the comparative phonological study and a facial diagram showing the speech organs involved in the production of sounds are included in this volume for reference.

The symbols utilized in these lessons are those used by Prator and Robinett in their Manual of American English Pronunciation (3rd edition).

/p/	pan	/ð/	mouthe	/l/	lock	/ey/	pain
/f/	fan	/t/	ties	/r/	rock	/ow/	bowl
/b/	bat	/d/	day	/iy/	sheep	/ɔ/	ball
/v/	vat	/s/	sipping	/I/	ship	/æ/	man
/tš/	choking	/z/	zipping	/uw/	suit	/a/	mop
/dž/	joking	/š/	shock	/U/	soot	/ə/	buck
/θ/	mouth	/ž/	beige	/ɛ/	bell	/ r/	curb

A COMPARATIVE PHONOLOGICAL CHART

Sounds Languages	p	b	t	d	k	g	tš	dž	f	v	θ	ð	s	z	š	ž	h	l	r	m	n	ŋ	w	y	hw	iy	I	ey	ɛ	æ	ə	uw	U	ow	ɔ	a
English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cantonese	X		X		X				X				X				X	X		X	X	X	X	X		X		X			X	X		X	X	X
Mandarin	X		X		X				X				X				X	X	X	X	X	X	X	X	X	X		X			X	X		X	X	X
Japanese	X	X	X	X	X	X	X	X					X	X	X	X	X		X	X	X		X	X		X		X				X		X		X
Korean	X		X		X								X				X	X		X	X	X	X	X		X		X		X	X	X		X		X
Samoan	X		X		X				X	X			X				X	X	X	X	X	X				X		X				X		X		X
Tagalog	X	X	X	X	X	X							X				X	X	X	X	X	X	X	X	X	X		X	X			X	X	X	X	X
Spanish	X	X	X	X	X	X	X		X	X			X				X	X	X	X	X		X	X	X	X		X				X		X		X

ASIAN PROJECT
Los Angeles Unified School District

PROCEDURES FOR USING THE LESSONS

[NOTES: 1. Do not distribute leaflets until after the oral presentation and practice.

2. In conducting the oral exercises, always have the students proceed from class, to group, to individual participation.]

Listening

Show the minimal pair pictures and model each item.

Identification

Holding up the drill pictures, model items at random and have the students point to the proper picture.

Repetition

1. Using the facial diagram(s), describe the positions of the organs of articulation in producing each sound.
2. Hold up the drill pictures and model the minimal pair words.
3. Have the class, groups, and individuals repeat.

Discrimination

Point to the drill pictures at random and have the students identify the items orally.

Further Presentation and Practice

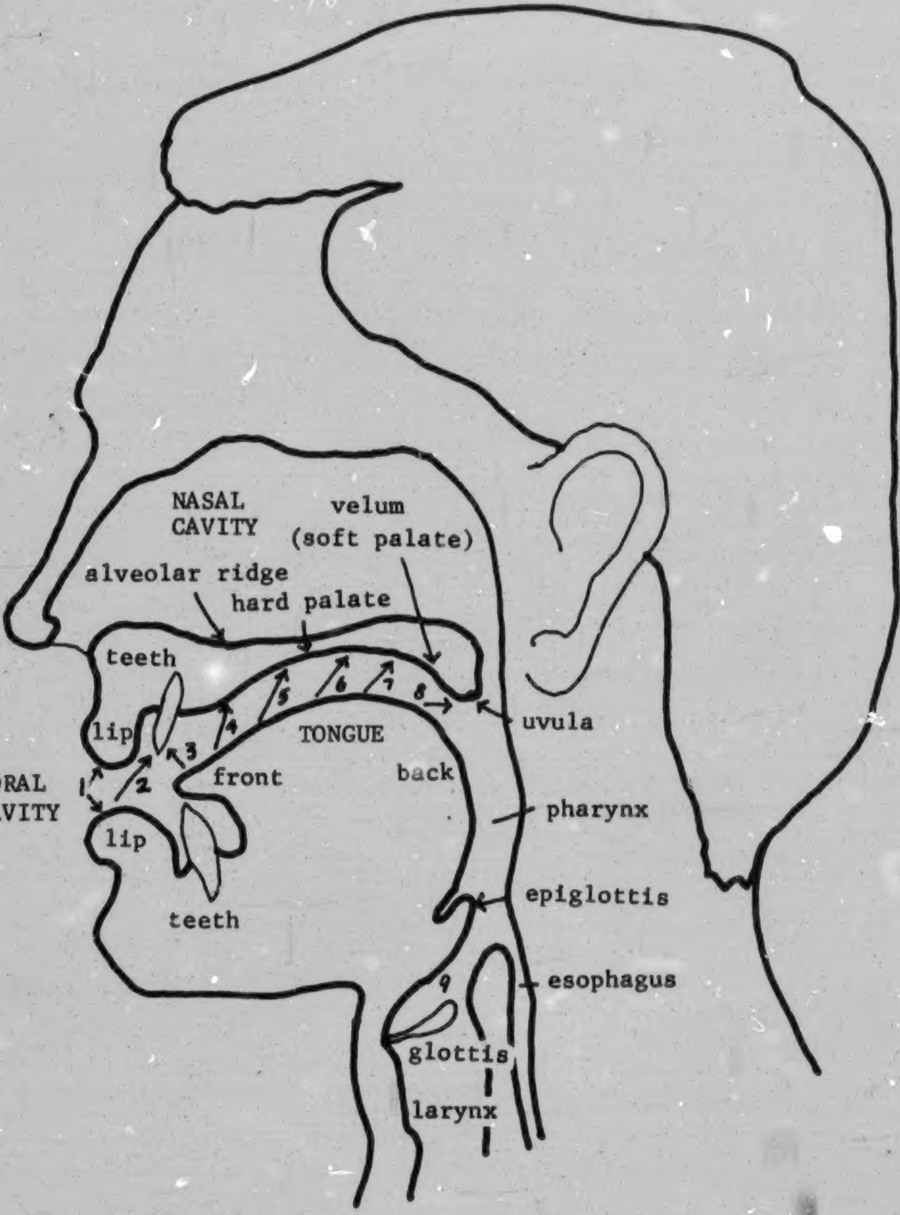
1. Model the words on the minimal pair list and have the class repeat.
2. Model each exercise, using gestures to demonstrate the stress and intonation.
3. Have the class, group, and individual students repeat, in that order.

[NOTE: Point out the blending (or linking) of words within phrases.

e.g. It-sa-window.

My-city's-Lo-sangeles.]

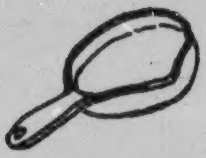
FACIAL DIAGRAM OF SPEECH ORGANS


NASAL CAVITY
velum (soft palate)
alveolar ridge
hard palate
teeth
lip
ORAL CAVITY
lip
teeth
TONGUE
front
back
uvula
pharynx
epiglottis
esophagus
glottis
larynx
1
2
3
4
5
6
7
8
9

The vocal tract. Places of articulation: 1 bilabial - 2 labiodental 3 dental or interdental - 4 alveolar - 5 palatoalveolar - 6 palatal 7 velar - 8 uvular - 9 glottal

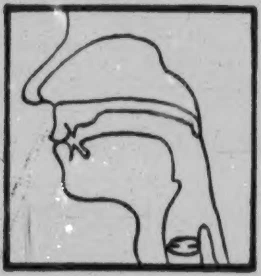
LESSON 1: /p/ and /f/

Objective: The student will be able to discriminate between the sounds of /p/ and /f/ in both listening and speaking.

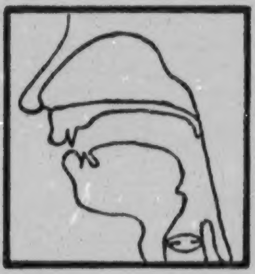


pan

It's a pan.



/p/



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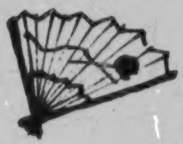


fan

It's a fan.

A	B
pat	fat
peel	feel
snipping	sniffing
wipe	wife

1. pear
a big pear
It's a big pear.

2. fair
a big fair
It's a big fair.

3. pig
a small pig
I have a small pig.

4. fig
a small fig
I have a small fig.

OPTIONAL

/p/	/f/
Hand me the pile.	Hand me the file.
It's a little puppy.	It's a little puffy.
Did you get a whip?	Did you get a whiff?

1. a. Did you have fish for supper?

   b. No, we had pork chops.

2. a. Who paid the fine?

   b. Philip's father did.

3. a. Who won first prize?

   b. Pete's wife did.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

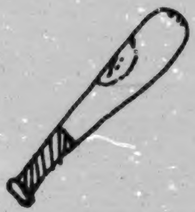
1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

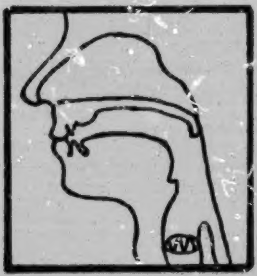
LESSON 2: /b/ and /v/

Objective: The student will be able to discriminate between the sounds of /b/ and /v/ in both listening and speaking.

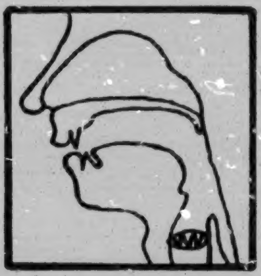


bat

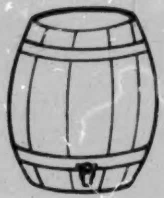
It's a bat.



/b/



/v/



vat

It's a vat.

A	B
ban	van
berry	very
cupboard	covered
robe	rove

1\.
vote
my vote
Here's my vote.

2\.
boat
my boat
Here's my boat.

3\.
cabs
two cabs
I see two cabs.

4\.
calves
two calves
I see two calves.

OPTIONAL

/b/	/v/
She took a bow.	She took a vow.
It's a marble.	It's a marvel.
He hit the curb.	He hit the curve.

1. a. Have you seen Van's boat?
   b. Yes, it's very big.

2. a. Should I buy the brown vest?
   b. No, the blue one looks better.

3. a. Have you ever been to Venice?
   b. Yes, I've been there several times.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

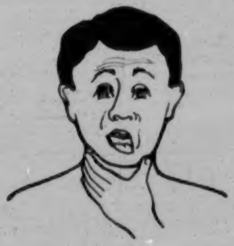
1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orall

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

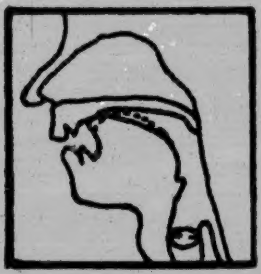
LESSON 3: /tš/ and /dž/

Objective: The student will be able to discriminate between the sounds of /tš/ and /dž/ in both listening and speaking.

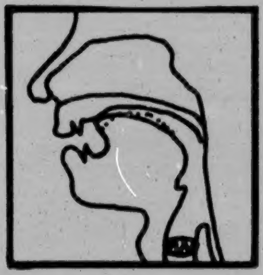


choking

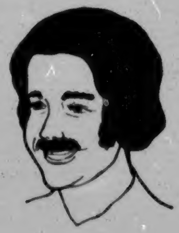
He's choking.



/tš/



/dž/



joking

He's joking.

A	B
cheap	jeep
chess	Jess
etching	edging
lunch	lunge

1. cheer
a cheer
It's a cheer.

2. jeer
a jeer
It's a jeer.

3. batch
a big batch
That's a big batch.

4. badge
a big badge
That's a big badge.

OPTIONAL

/tš/	/dž/
They cheered the team.	They jeered the team.
They're searching all over.	They're surging all over.
He won a batch.	He won a badge.
March will be here soon.	Marge will be here soon.

1. a. What's for lunch?
   b. A batch of chili and some jello.

2. a. Where did you get the cherries?
   b. We got them from Jerry.

3. a. Do you play chess?
   b. Yes, I often play with Jess.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination	T points to pictures	- Cl/St identifies orally

Lesson Presentation

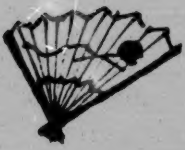
1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

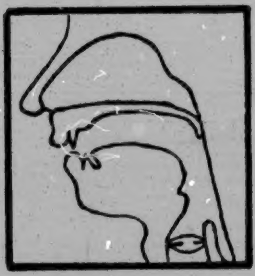
LESSON 4: /f/ and /v/

Objective: The student will be able to discriminate between the sounds of /f/ and /v/ in both listening and speaking.



fan

It's a fan.



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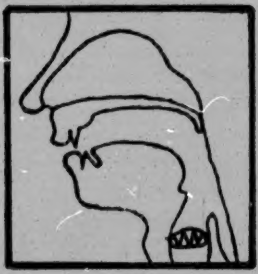

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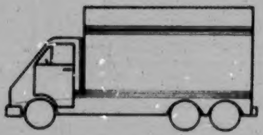


van

It's a van.

A	B
fee	V
fine	vine
rifle	rival
safe	save

1. few
a few
She had a few.

2. view
a view
She had a view.

3. fast
too fast
It was too fast.

4. vast
too vast
It was too vast.

OPTIONAL

/f/	/v/
It's their fault.	It's their vault.
He has a rifle.	He has a rival.
He took a leaf.	He took a leave.

1. a. Do you have a big family?
   b. I have a wife and five children.

2. a. What did you have for breakfast?
   b. A few cups of coffee.

3. a. Did you eat all your vegetables?
   b. No, I left half.

- -

TO THE TEACHER

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

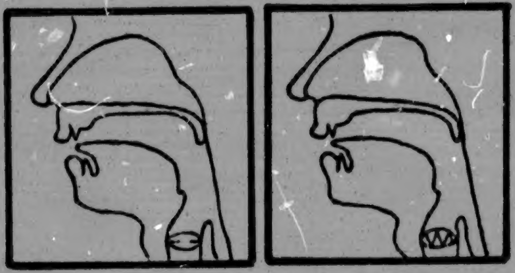
Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

LESSON 5: /θ/ and /ð/

Objective: The student will be able to discriminate between the sounds of /θ/ and /ð/ in both listening and speaking.

MOUTH



MOUTHE

mouth

It's "mouth."

mouthe

It's "mouthe."

A	B
thigh	thy
ether	either
teeth	teethe

1. ether
like ether
I don't like ether.

2. either
like either
I don't like either.

3. South Pacific
We saw the South Pacific.

4. Southern Pacific
We saw the Southern Pacific

OPTIONAL

/θ/	/ð/
She took a quick bath.	She bathed quickly.
He took a deep breath.	He breathed deeply.

1. a. How's the weather up north?
   b. It's lovely, even though it's cold.

2. a. I have nothing to wear to the theater.
   b. I thought you had lots of clothes.

3. a. Was Thursday your mother's birthday?
   b. No, it was my father's.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

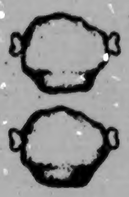
1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

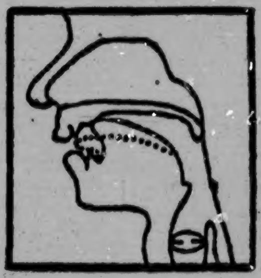
LESSON 6: /θ/ and /t/

Objective: The student will be able to discriminate between the sounds of /θ/ and /t/ in both listening and speaking.



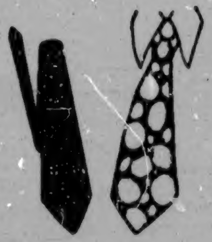
thighs

They're thighs.



/θ/ . . . . .

/t/ ———



ties

They're ties.

A	B
thank	tank
thick	tick
three	tree
bath	bat

1. thin
It's thin.

2. tin
It's tin.

3. theme
a good theme
It's a good theme.

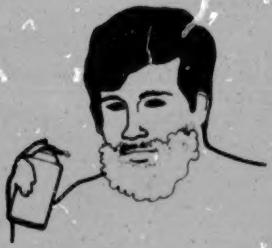
4. team
a good team
It's a good team.

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

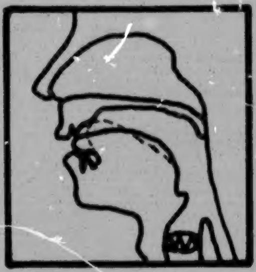
LESSON 7: /ð/ and /d/

Objective: The student will be able to discriminate between the sounds of /ð/ and /d/ in both listening and speaking.



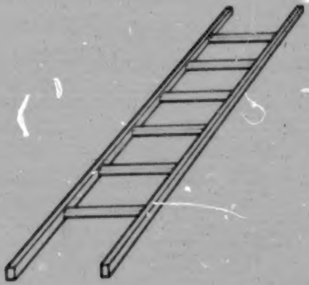
lather

Look at the lather.



/ð/ ———

/d/ - - - - -



ladder

Look at the ladder.

A	B
they	day
there	dare
those	doze
loathe	load

1. father
no father
They have no father.

2. fodder
no fodder
They have no fodder.

3. soothed him
They soothed him.

4. sued him
They sued him.

OPTIONAL

/ð/	/d/
My grades are these.	My grades are "D's."
He wasn't worthy.	He wasn't wordy.
The animals couldn't breathe.	The animals couldn't breed.

1. a. Do you know Dan and David?
   b. Yes, I know them well.

2. a. How much are those eggs?
   b. They're a dollar a dozen.

3. a. I'm a little under the weather.
   b. Take a dose of this medicine.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

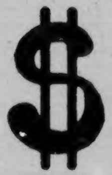
1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

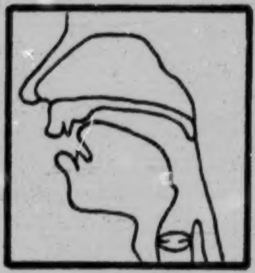
LESSON 8: /s/ and /θ/

Objective: The student will be able to discriminate between the sounds of /s/ and /θ/ in both listening and speaking.

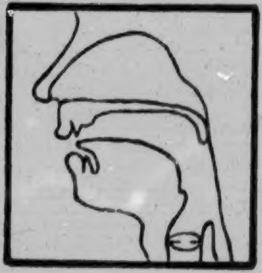


symbol

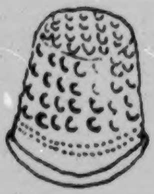
It's a symbol.



/s/



/θ/



thimble

It's a thimble.

A	B
some	thumb
sink	think
sick	thick
pass	path

1. sinking

He's sinking.

2. thinking

He's thinking.

3. mouse

a big mouse

What a big mouse!

mouth

a big mouth

What a big mouth!

OPTIONAL

/s/	/θ/
This one's sicker.	This one's thicker.
It's unsinkable.	It's unthinkable.
The pass was open.	The path was open.

1. a. What does Ruth want?
   b. She wants some rice.

2. a. Here's a sandwich for you.
   b. Thank you very much.

3. a. What's Sid doing?
   b. He's singing in the bathtub.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

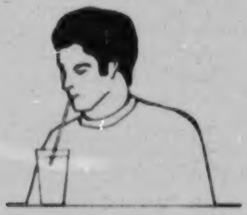
1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

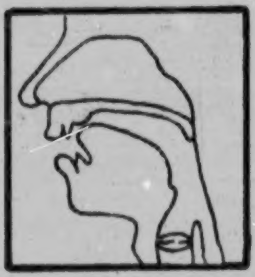
LESSON 9: /s/ and /z/

Objective: The student will be able to discriminate between the sounds of /s/ and /z/ in both listening and speaking.

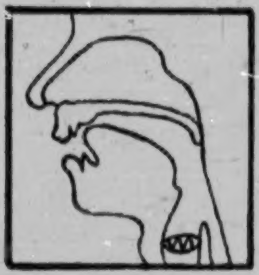


sipping

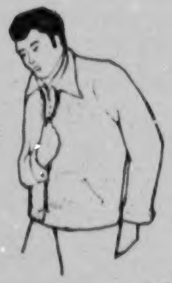
He's sipping it.



/s/



/z/



zipping

He's zipping it.

A	B
sip	zip
racer	razor
Sue	zoo
niece	knees

1. sauce
the sauce
I need the sauce.

2. saws
the saws
I need the saws.

3. price
a good price
That's a good price.

4. prize
a good prize .
That's a good prize.

OPTIONAL

/s/ /z/

It's a "C."

It's a "Z."

It's too fussy.

It's too fuzzy.

We saw the place.

We saw the plays.

1. a. Where did Sue go?
   b. She went to the zoo.

2. a. What's your new zip code?
   b. It's seven zero zero zero one.

3. a. Did you see the sun rise?
   b. No, I missed it.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

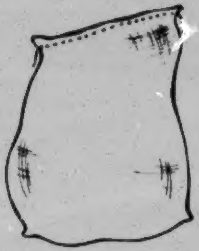
Lesson Presentation

1. Listening: T models - Cl listens

2. Repetition: T models - Cl/Gr/St repeats

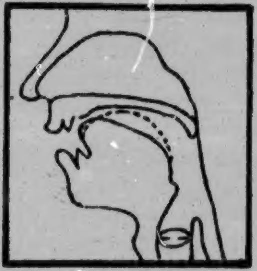
LESSON 10: /s/ and /š/

Objective: The student will be able to discriminate between the sounds of /s/ and /š/ in both listening and speaking.



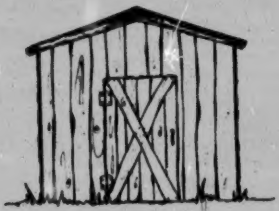
sack

It's a sack.



/s/ ————

/š/ ------



shack

It's a shack.

A	B
save	shave
suit	shoot
fasten	fashion
mass	mash

1. seat
my seat
It's my seat.

2. sheet
my sheet
It's my sheet.

3. Sue's
They're Sue's.

4. shoes
They're shoes.

OPTIONAL

/s/	/š/
She's sewing her dress.	She's showing her dress.
They had many classes.	They had many clashes.
We got a lease.	We got a leash.

1. a. Where did she go?
   b. She went to the seashore.

2. a. What did she say?
   b. She said, "Fasten your seat belts."

3. a. What's the forecast for Sunday?
   b. We're going to have sunshine.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

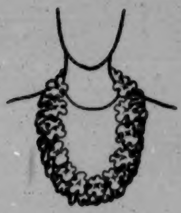
1. Listening:	T models - Cl listens
2. Repetition:	T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

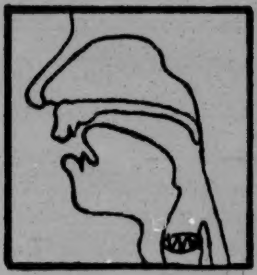
LESSON 11: /z/ and /ð/

Objective: The student will be able to discriminate between the sounds of /z/ and /ð/ in both listening and speaking.

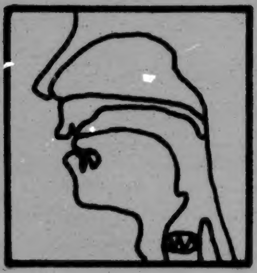


leis

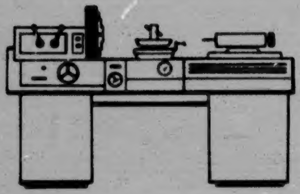
Look at the leis.



/z/



/ð/



lathe

Look at the lathe.

A	B
Z	thee
close	clothe
tease	teethe
breeze	breathe

1. teasing
   She's teasing

2. teething
   She's teething.

3. Zen
   He studied Zen.

4. then
   He studied then.

OPTIONAL

/z/	/ð/
It was Zen that he practiced.	It was then that he practiced.
She's closing them.	She's clothing them.
She began to rise.	She began to writhe.

1. a. How's the weather over there?
   b. It occasionally rains.

2. a. Can you swim to the buoys?
   b. I can swim farther than that.

3. a. What does your mother raise?
   b. Daisies and other flowers.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

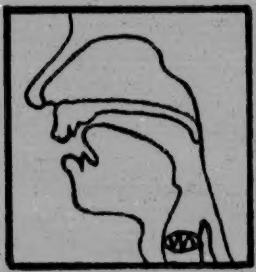
Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

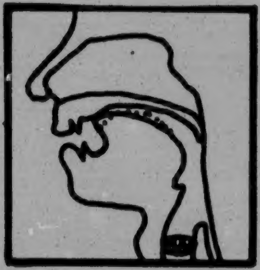
LESSON 12: /z/ and /dž/

Objective: The student will be able to discriminate between the sounds of /z/ and /dž/ in both listening and speaking.

Z



/z/



/dž/

G

z

It's a "Z."

G

It's a "G."

A	B
zone	Joan
zest	jest
pays	page
buzz	budge

1. Mars
saw Mars
We saw Mars.

2. Marge
saw Marge
We saw Marge.

3. zipped me
He zipped me.

4. gypped me
He gypped me.

OPTIONAL

/z/	/dž/
I want a zillion dollars.	I want a jillion dollars.
It's too fuzzy.	It's too fudgy.
I don't have chains.	I don't have change.

1. a. Did Joan drink her juice?
   b. Yes. She drank Jim's, too.

2. a. How did you go to Brazil?
   b. We went there by jet.

3. a. What's Jane's brother's name?
   b. His name's Jerry.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

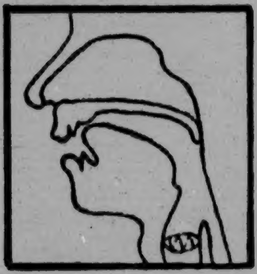
Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

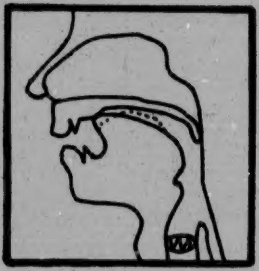
LESSON 13: /z/ and /ž/

Objective: The student will be able to discriminate between the sounds of /z/ and /ž/ in both listening and speaking.

BAYS



/z/



/ž/

BEIGE

bays

It's "bays."

beige

It's "beige."

A	B
use	usual
cousin	collision
seize	seizure

1. usable
wasn't usable
It wasn't usable.

2. usual
wasn't usual
It wasn't usual.

3. visible
isn't visible
It isn't visible.

4. visual
isn't visual
It isn't visual.

OPTIONAL

/z/	/ž/
It was unused.	It was unusual.
What a pleasant experience!	What a pleasurable experience!

1. a. What shade is your rouge?
   b. It's a rosey beige.

2. a. Where did you plant your daisies?
   b. All around the garage.

3. a. What does he do in his leisure time?
   b. He usually goes to the movies.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
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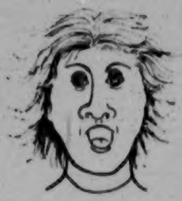
PRONUNCIATION LESSON

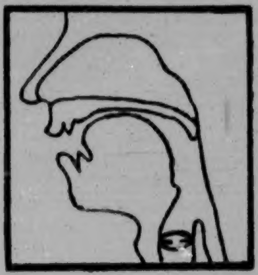
LESSON 14: /š/ and /ž/

Objective: The student will be able to discriminate between the sounds of /š/ and /ž/ in both listening and speaking.

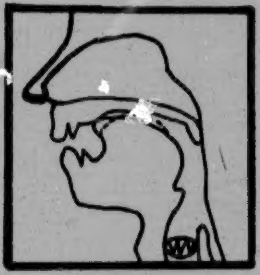


shock

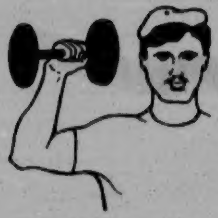
The shock was strong.



/š/

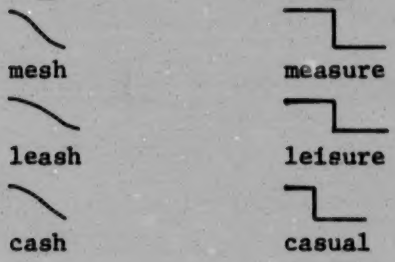


/ž/

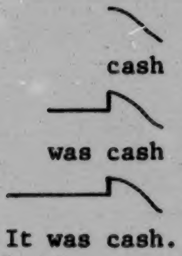


Jacques

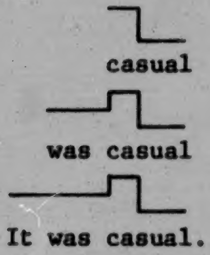
Jacques was strong.



A	B
mesh	measure
leash	leisure
cash	casual



1. cash
was cash
It was cash.



2. casual
was casual
It was casual.

OPTIONAL

/š/ /ž/

She's a cashier at a garage.

Don't rush to make your decision.

1. a. How does she dress?
   b. She usually dresses casually.

2. a. Did you enjoy your ocean journey?
   b. Yes, Asia was especially a pleasure.

3. a. Sharon looks "smashing" tonight.
   b. Yes, she's a vision of beauty.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
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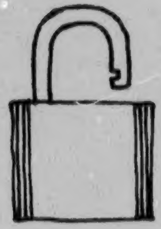
PRONUNCIATION LESSON

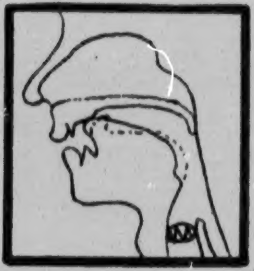
LESSON 15: /l/ and /r/

Objective: The student will be able to discriminate between the sounds of /l/ and /r/ in both listening and speaking.

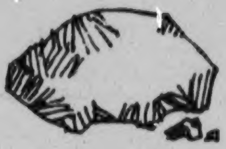


lock

It's a lock.



/l/ ———— /r/ ----



rock

It's a rock.

A	B
light	right
long	wrong
flute	fruit
tile	tire

1. long
not long
They're not long.

2. wrong
not wrong
They're not wrong.

3. lead
to lead
He wants to lead.

4. read
to read
He wants to read.

OPTIONAL

/l/	/r/
He drove in the lane.	He drove in the rain.
Don't step on the glass.	Don't step on the grass.
May I have the bill?	May I have the beer?

1. a. Where's the road to the lake?
   b. Make a right (turn) at the light.

2. a. Does he correct the papers?
   b. No. He just collects them.

3. a. Where's the brush fire?
   b. It's miles away in the hills.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

1. Listening:	T models - Cl listens
2. Repetition:	T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

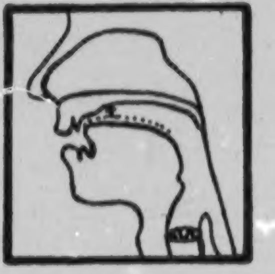
PRONUNCIATION LESSON

LESSON 16: /iy/ and /I/

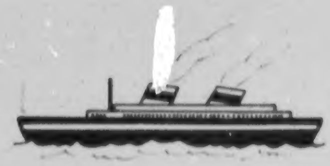
Objective: The student will be able to discriminate between the sounds of /iy/ and /I/ in both listening and speaking.

sheep

Look at the sheep.



/iy/ . . .   /I/ ——



ship

Look at the ship.

A	B
eat	it
seat	sit
leave	live
peel	pill

1. lead

the lead

We took the lead.

2. lid

the lid

We took the lid.

3. heel

a high heel

It's a high heel.

4. hill

a high hill

It's a high hill.

OPTIONAL

/iy/	/I/
He's sleeping.	He's slipping.
Can you feel it?	Can you fill it?
That was a good peach.	That was a good pitch.

1. a. How much were the peaches?
   b. They were sixteen cents each.

2. a. Was the drill difficult?
   b. No, it was very easy.

3. a. How many figs did you eat?
   b. I didn't eat any.

- -

TO THE TEACHER

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

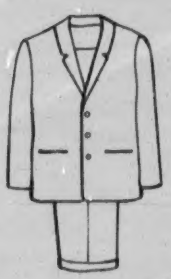
1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

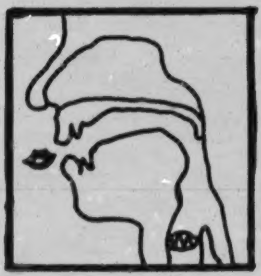
LESSON 17: /uw/ and /U/

Objective: The student will be able to discriminate between the sounds of /uw/ and /U/ in both listening and speaking.

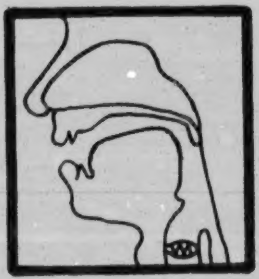


suit

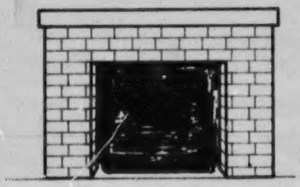
Look at the suit.



/uw/



/U/



soot

Look at the soot

A	B
Luke	look
fool	full
pool	pull
stewed	stood

1. pool it
   Let's pool it.

2. pull it
   Let's pull it.

3. cooed
   she cooed
   Yes, she cooed.

4. could
   she could
   Yes, she could.

OPTIONAL

/uw/	/U/
He wooed.	He would.
They pooled it.	They pulled it.
She stewed it for an hour.	She stood it for an hour.

1. a. What's Sue doing?
   b. She's looking for her shoes.

2. a. Would you dive into the pool?
   b. I would, if I could.

3. a. Could I have a nice room?
   b. You'll have a room with a view.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T identifies pictures and models	- Cl listens
2. Identification:	T shows pictures and models at random	- Cl identifies
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

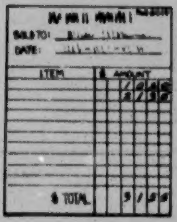
1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

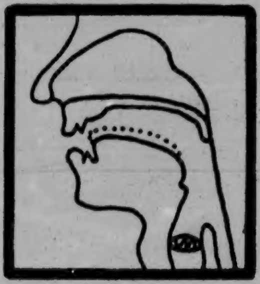
LESSON 18: /I/ and /ɛ/

Objective: The student will be able to discriminate between the sounds of /I/ and /ɛ/ in both listening and speaking.

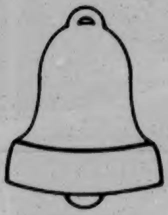


bill

It's a bill.



/I/ . . . /ɛ/ ———



bell

It's a bell.

A	B
if	F
tin	ten
lift	left
hear	hair

1. beer
   a beer
   He had a beer.

2. bear
   a bear
   He had a bear.

3. bitter
   was bitter
   It was bitter.

4. better
   was better
   It was better.

OPTIONAL

/ɪ/	/ɛ/
I saw the litter.	I saw the letter.
Did you see her here?	Did you see her hair?
It was a big gym.	It was a big gem.

1. a. How many letters did we get?
   b. Six for you and seven for me.
2. a. When did you go to bed?
   b. I went to bed at midnight.
3. a. What's the babysitter doing?
   b. She's knitting for Ben.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

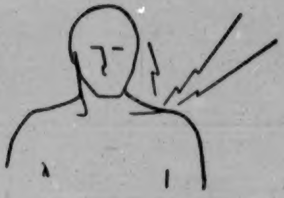
1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

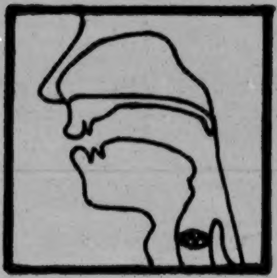
LESSON 19: /ey/ and /ɛ/

Objective: The student will be able to discriminate between the sounds of /ey/ and /ɛ/ in both listening and speaking.

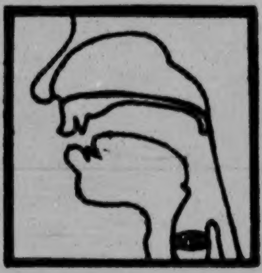


pain

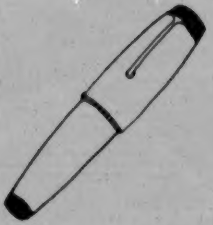
He has a pain.



/ey/



/ɛ/



pen

He has a pen.

A	B
gate	get
chase	chess
braid	bread
paper	pepper

1. taste

a taste

I had a taste.

2. test

a test

I had a test.

3. sailor

a sailor

He's a sailor.

4. seller

a seller

He's a seller.

OPTIONAL

/ey/	/ɛ/
They played chase.	They played chess.
They played for money.	They pled for money.
He had many dates.	He had many debts.

1. a. Don't get wet. It's raining.
   b. Then I'll take my rain coat.

2. a. Did you play tennis today?
   b. Yes, I played two sets.

3. a. What's the date today?
   b. April seventh.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

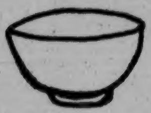
1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

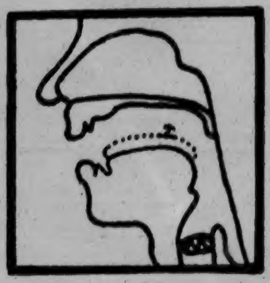
LESSON 20: /ow/ and /ɔ/

Objective: The student will be able to discriminate between the sounds of /ow/ and /ɔ/ in both listening and speaking.

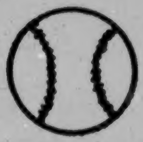


bowl

It's a bowl.



/ow/ . . .   /ɔ/ ———



ball

It's a ball.

A	B
loan	lawn
sew	saw
boat	bought
hole	hall

1. hole
the hole
Where's the hole?

2. hall
the hall
Where's the hall?

3. coast
the coast
He saw the coast.

4. cost
the cost
He saw the cost.

OPTIONAL

/ow/	/ɔ/
He was cold.	He was called.
The coal was expensive.	The call was expensive.
He noticed the flow.	He noticed the flaw.

1. a. When did he call her?
   b. A long time ago.
2. a. Where's the closet?
   b. It's in the hallway.
3. a. I'd like some coffee cake.
   b. We're all sold out.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

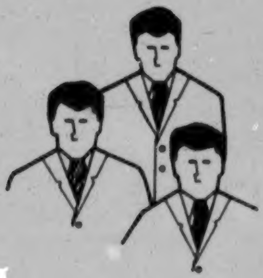
1. Listening: T points to pictures and models - Cl listens
2. Identification: T shows pictures and models items at random - Cl points to picture
3. Repetition: T describes articulation and models - Cl repeats
4. Discrimination: T points to pictures - Cl/St identifies orally

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

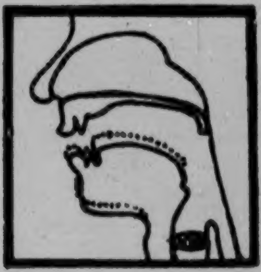
LESSON 21: /ɛ/ and /æ/

Objective: The student will be able to discriminate between the sounds of /ɛ/ and /æ/ in both listening and speaking.

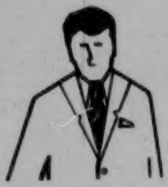


men

Look at the men.



/ɛ/ . . . /æ/ ———



man

Look at the man.

A	B
end	and
den	Dan
beg	bag
said	sad

1. ten
a ten
He has a ten.

2. tan
a tan
He has a tan.

3. bet
the bet
He won the bet.

4. bat
the bat
He won the bat.

OPTIONAL

/ɛ/	/æ/
They ate at Denny's.	They ate at Danny's.
The pest is gone.	The past is gone.
He left right away.	He laughed right away.

1. a. Thanks for the apples.
   b. You're very welcome.

2. a. Please remember to buy gas.
   b. I'll get it this afternoon.

3. a. What was Ben doing at the bank?
   b. He was cashing his check.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

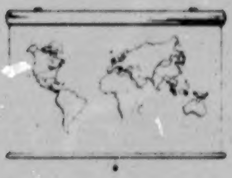
1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

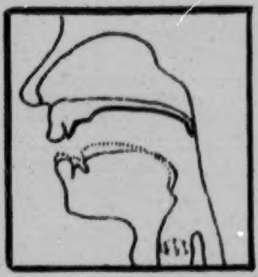
LESSON 22: /æ/ and /a/

Objective: The student will be able to discriminate between the sounds of /æ/ and /a/ in both listening and speaking.

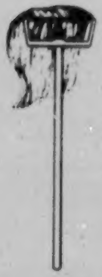


map

It's a map.



/æ/ . . .   /a/ ——



mop

It's a mop.

A	B
hat	hot
add	odd
packet	pocket
backs	box

1.
cat
the cat
There's the cat.

2.
cot
the cot
There's the cot.

3.
sack
a brown sack
It's a brown sack.

4.
sock
a brown sock
It's a brown sock.

OPTIONAL

/æ/	/a/
He stacked it.	He stocked it.
He made a big racket.	He made a big rocket.
She was very bland.	She was very blonde.

1. Where's the black cat?
2. He's under Dan's cot.

3. Where did you put the cash?
4. I put it in my pocket.

5. What did you have at the banquet?
6. Lamb chops and corn on the cob.

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

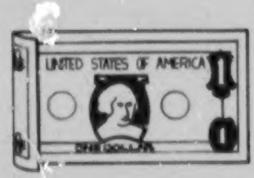
1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

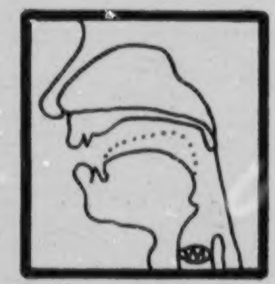
LESSON 23: /ə/ and /U/

Objective: The student will be able to discriminate between the sounds of /ə/ and /U/ in both listening and speaking.

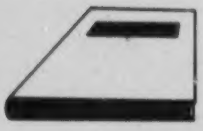


buck

It's a buck.



/ə/ ——   /U/ . . . .



book

It's a book.

A	B
luck	look
tuck	took
cud	could
putt	put

1. bucks
two bucks
Lend me two bucks.

2. books
two books
Lend me two books.

3. Huck
about Huck
I read about Huck.

4. Hook
about Hook
I read about Hook.

OPTIONAL

/ə/	/U/
He lucked out.	He looked out.
I tuck in my shirt.	I took in my shirt.
I shuck the corn.	I shook the corn.

1. a. How much did the book cost?
   b. It cost a couple of bucks.

2. a. What happened to your uncle?
   b. He got stuck in the mud.

3. a. What's cooking? I'm hungry.
   b. Chuck's fixing a good lunch.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

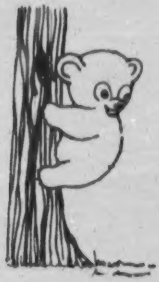
1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

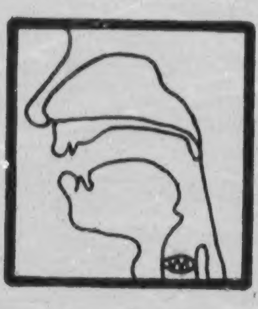
LESSON 24: /ə/ and /ər/

Objective: The student will be able to discriminate between the sounds of /ə/ and /ər/ in both listening and speaking.

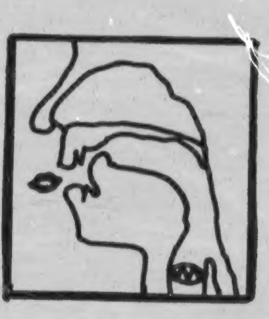


cub

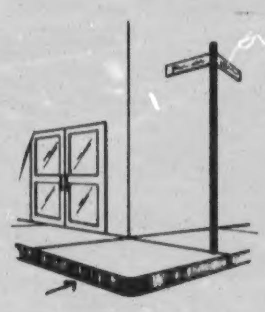
It's a cub.



/ə/



/ər/



curb

It's a curb.

A	B
ton	turn
bud	bird
hut	hurt
bun	burn

1. bud

a pretty bud

It's a pretty bud.

2. bird

a pretty bird

It's a pretty bird.

3. tons

two tons

There were two tons.

3. turns

two turns

There were two turns.

OPTIONAL

/ə/	/ər/
We saw many buds.	We saw many birds.
His answer was cut.	His answer was curt.
We saw some gulls.	We saw some girls.

1. a. Did you burn the buns?
   b. No, but I burned the hamburgers.

2. a. Why don't you wear the new shirt?
   b. I don't like the color.

3. a. Did you feed the birds today?
   b. Yes, I gave them some crumbs.

- -

TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

Lesson Presentation

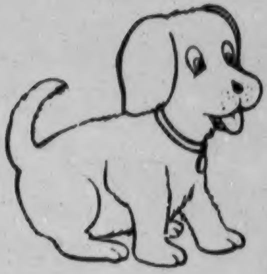
1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats

Los Angeles Unified School District
Asian Project - ABE

PRONUNCIATION LESSON

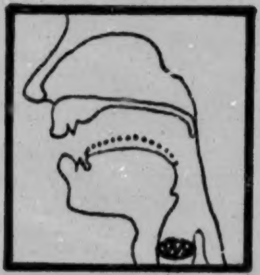
LESSON 25: /ə/ and /a/

Objective: The student will be able to discriminate between the sounds of /ə/ and /a/ in both listening and speaking.

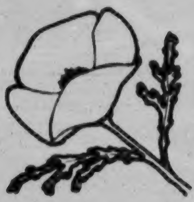


puppy

It's a puppy.



/ə/ . . .   /a/ ———



poppy

It's a poppy.

A	B
nut	not
luck	lock
rubber	robber

1. cut
a cut
I have a cut.

2. cot
a cot
I have a cot.

3. duck
a duck
There's a duck.

dock
a dock
There's a dock.

OPTIONAL

/ə/	/a/
He shut it.	He shot it.
Come down.	Calm down.
It was a big nut.	It was a big knot.

1. a. Did you go to the pot luck lunch?
   b. Yes, I took corn-on-the-cob.

2. a. Did you run after the robber?
   b. Yes, but he got away.

3. a. What's mom doing?
   b. She's packing the lunchbox.

- -

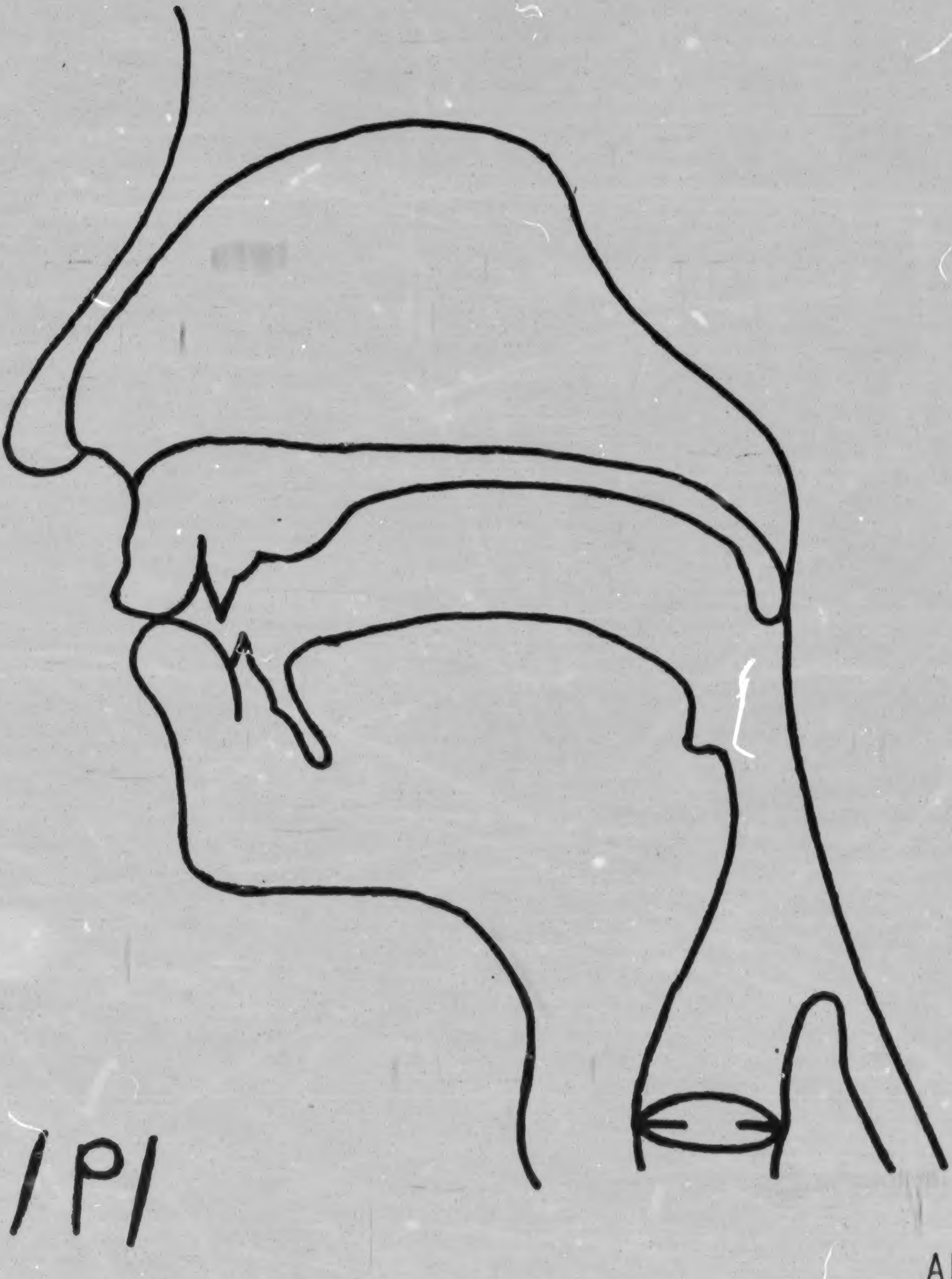
TO THE TEACHER:

Presentation of Illustrated Minimal Pair

1. Listening:	T points to pictures and models	- Cl listens
2. Identification:	T shows pictures and models items at random	- Cl points to picture
3. Repetition:	T describes articulation and models	- Cl repeats
4. Discrimination:	T points to pictures	- Cl/St identifies orally

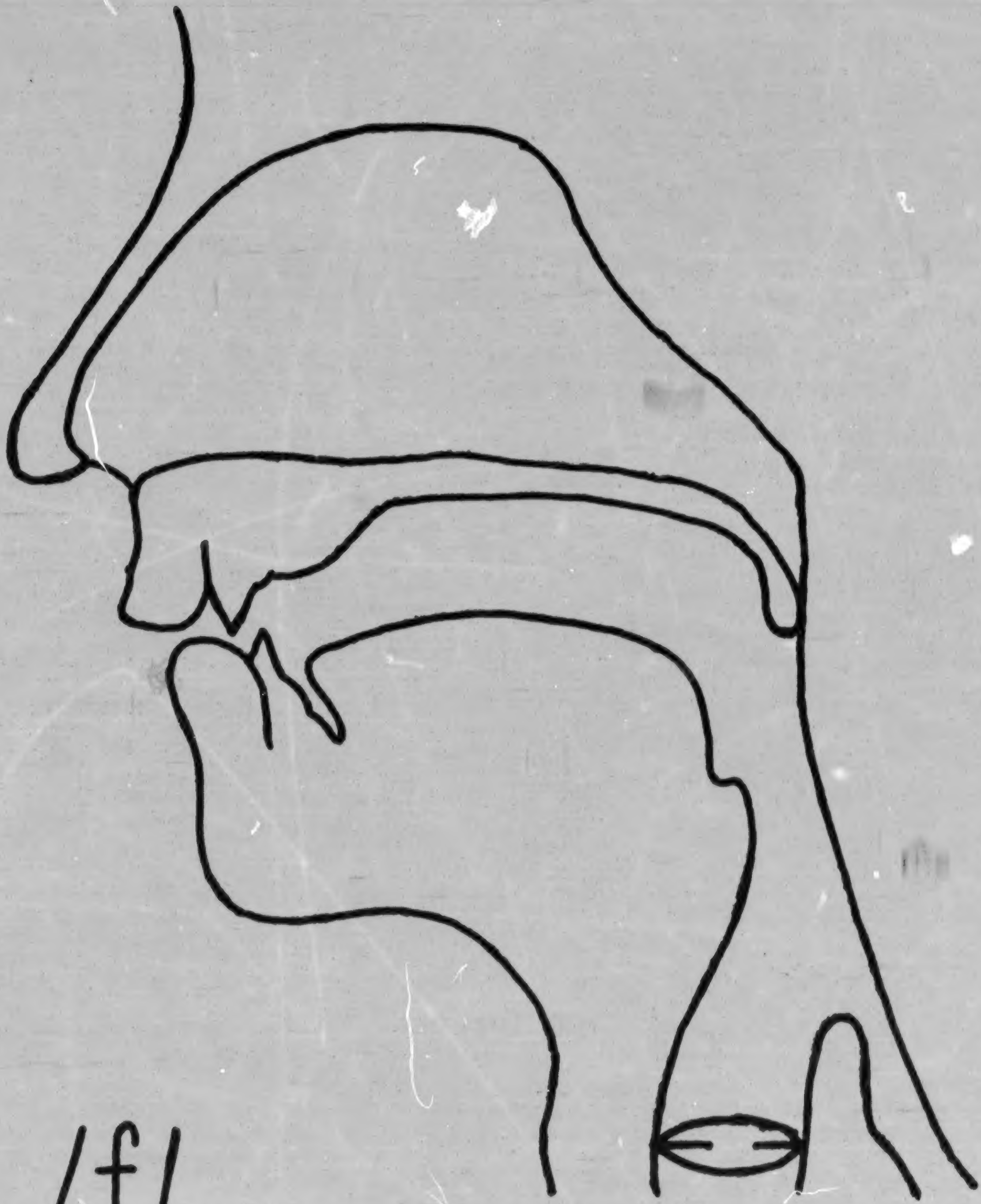
Lesson Presentation

1. Listening: T models - Cl listens
2. Repetition: T models - Cl/Gr/St repeats



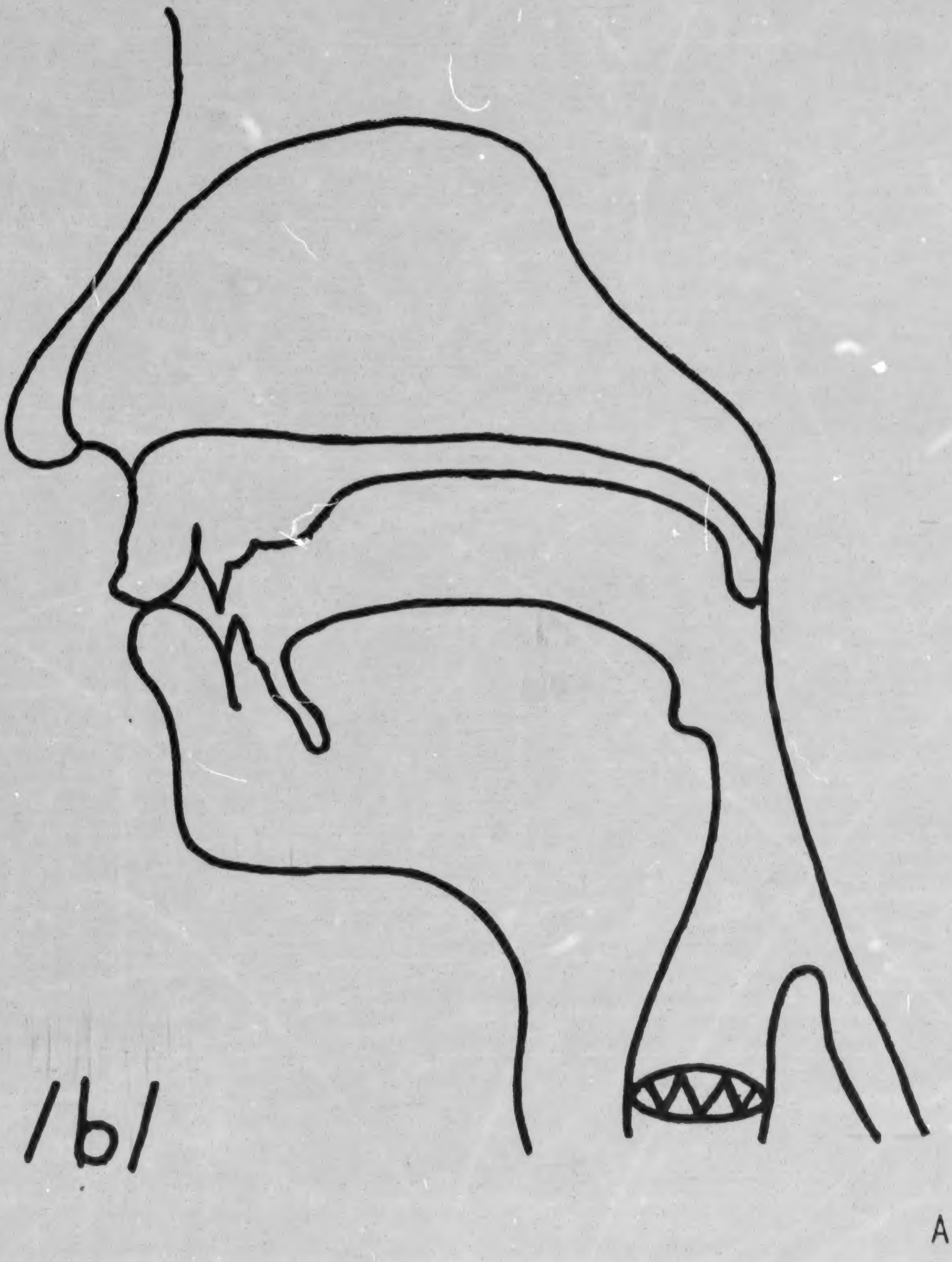
/P/

AP
D1



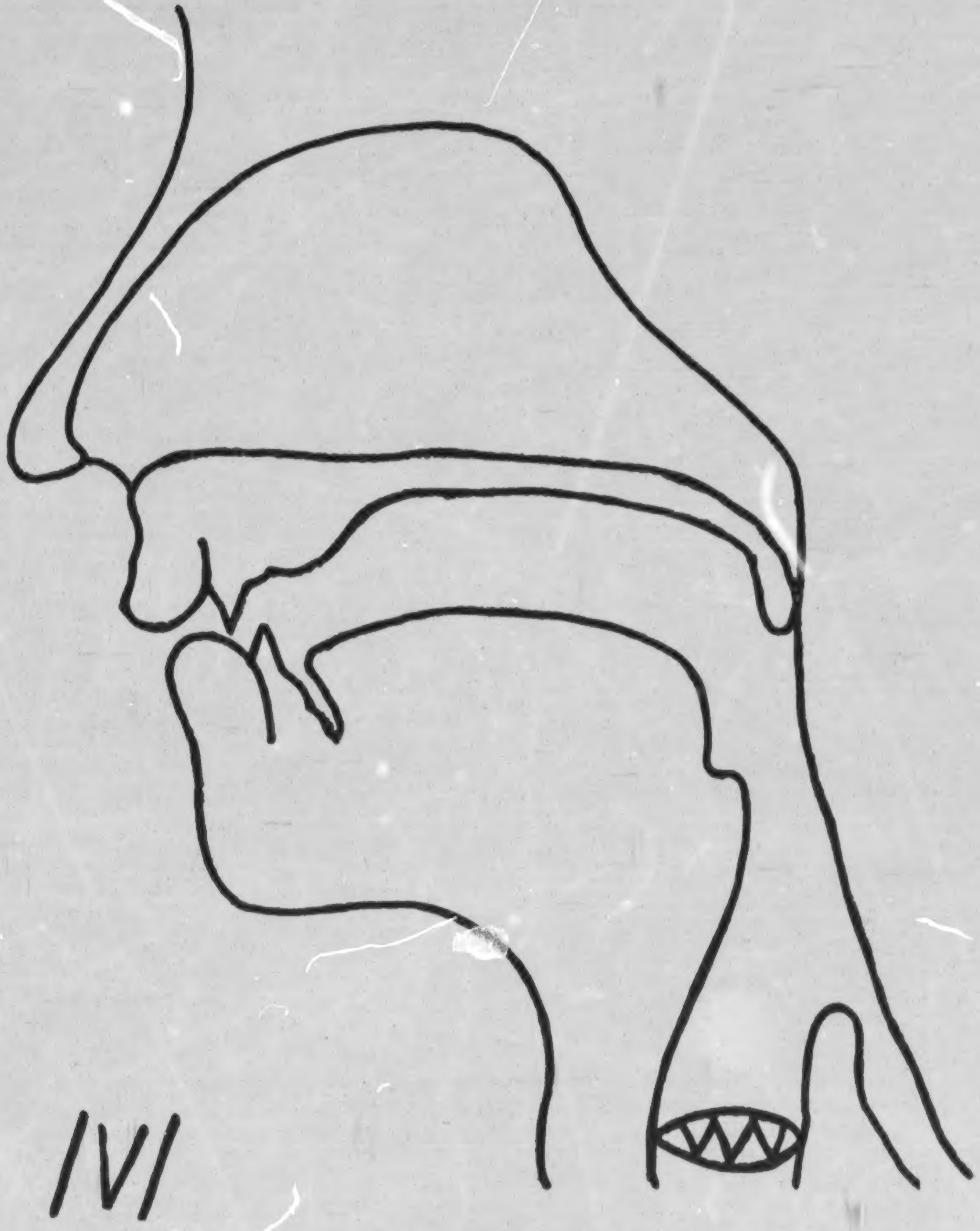
/f/

AP
D2



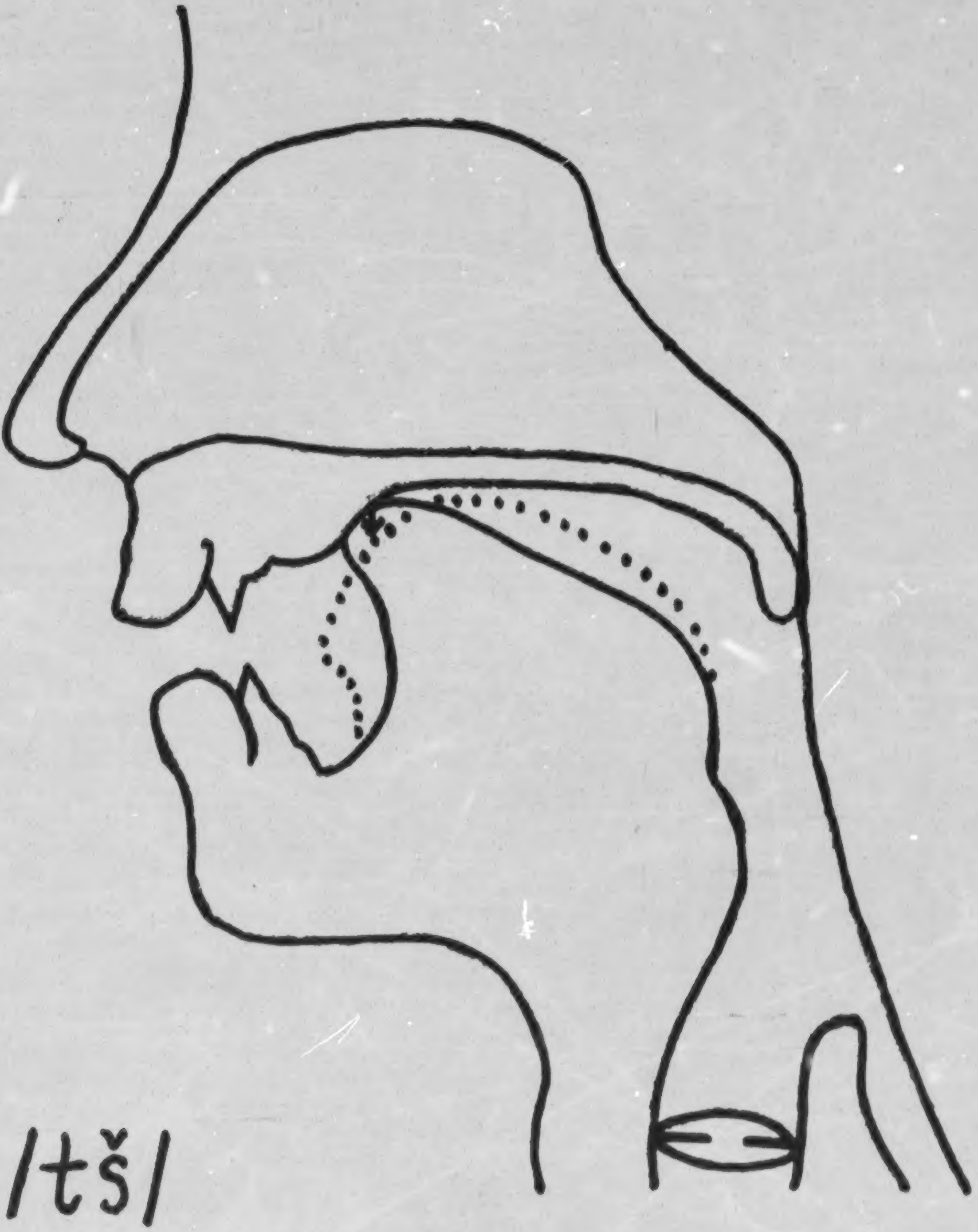
/b/

AF
D3



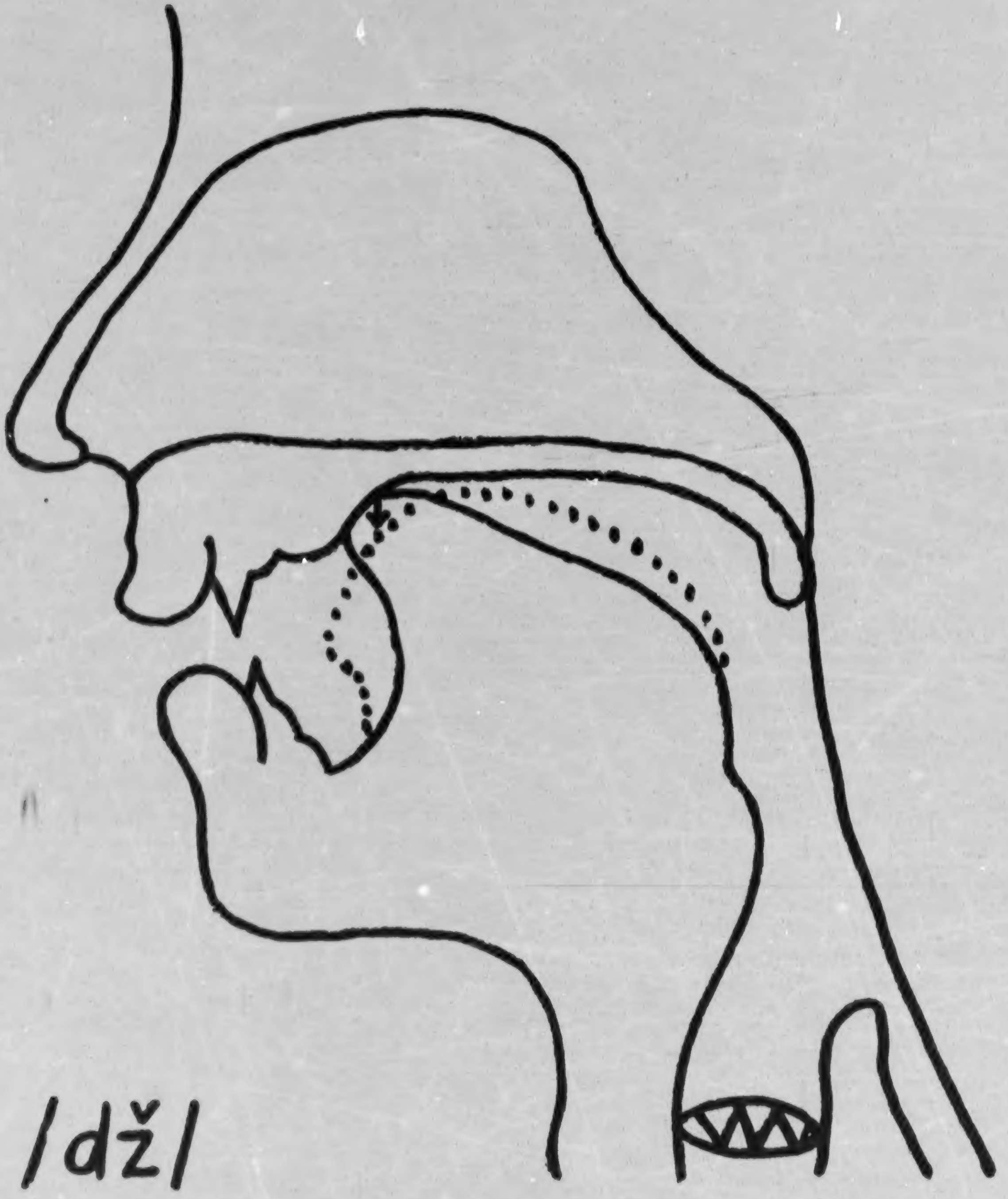
/V/

AP
D4



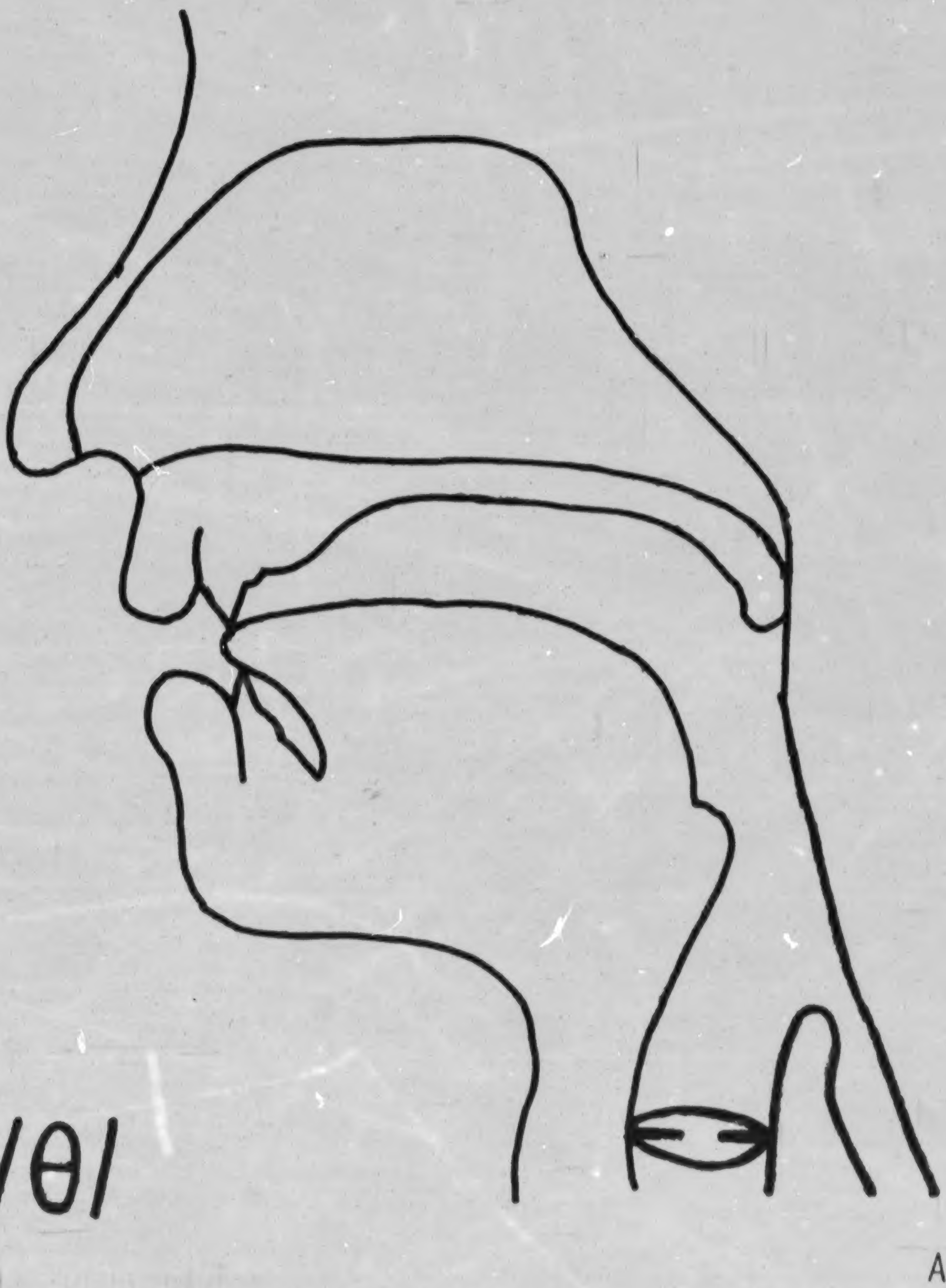
/tš/

AP
D5



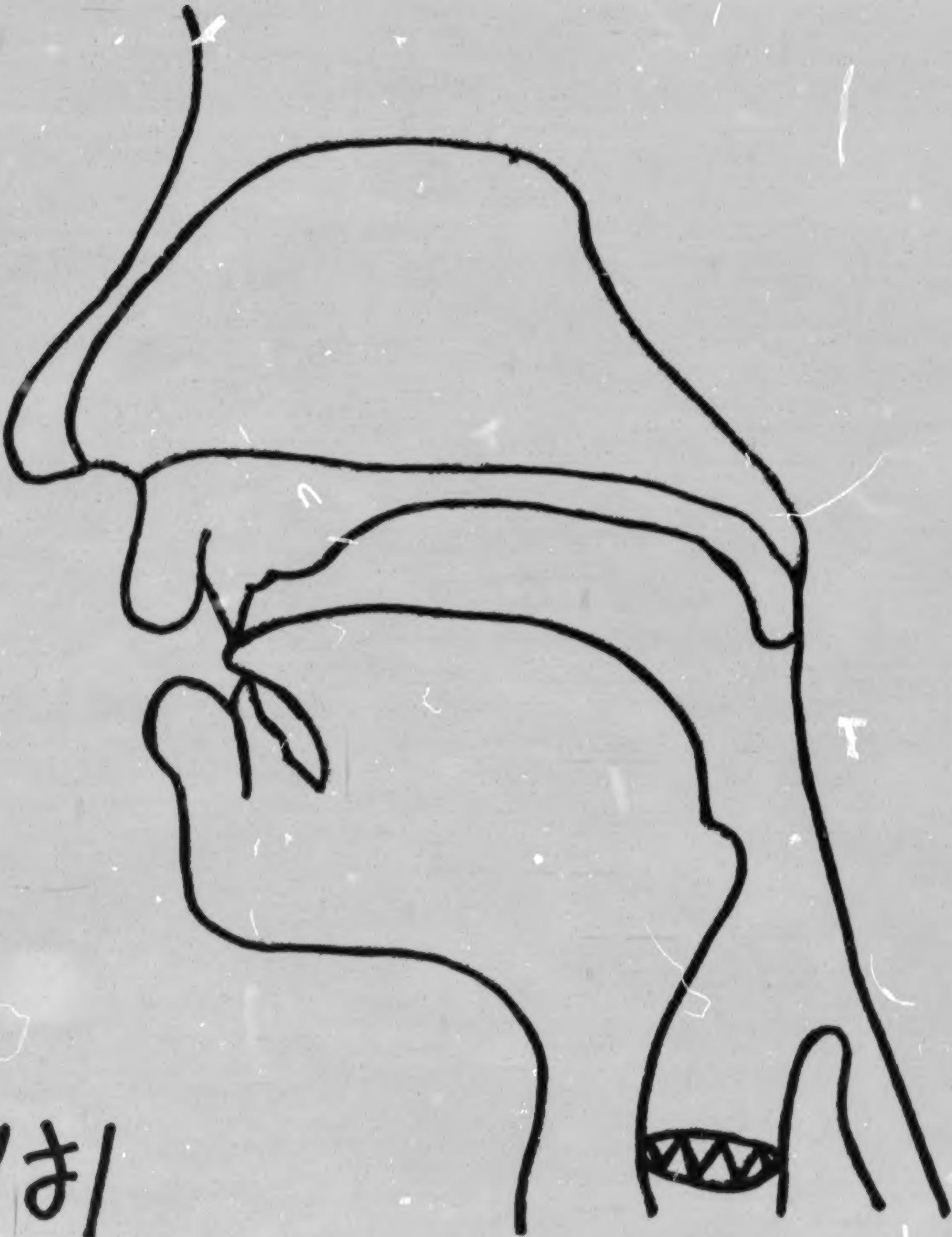
/dž/

AP
D6



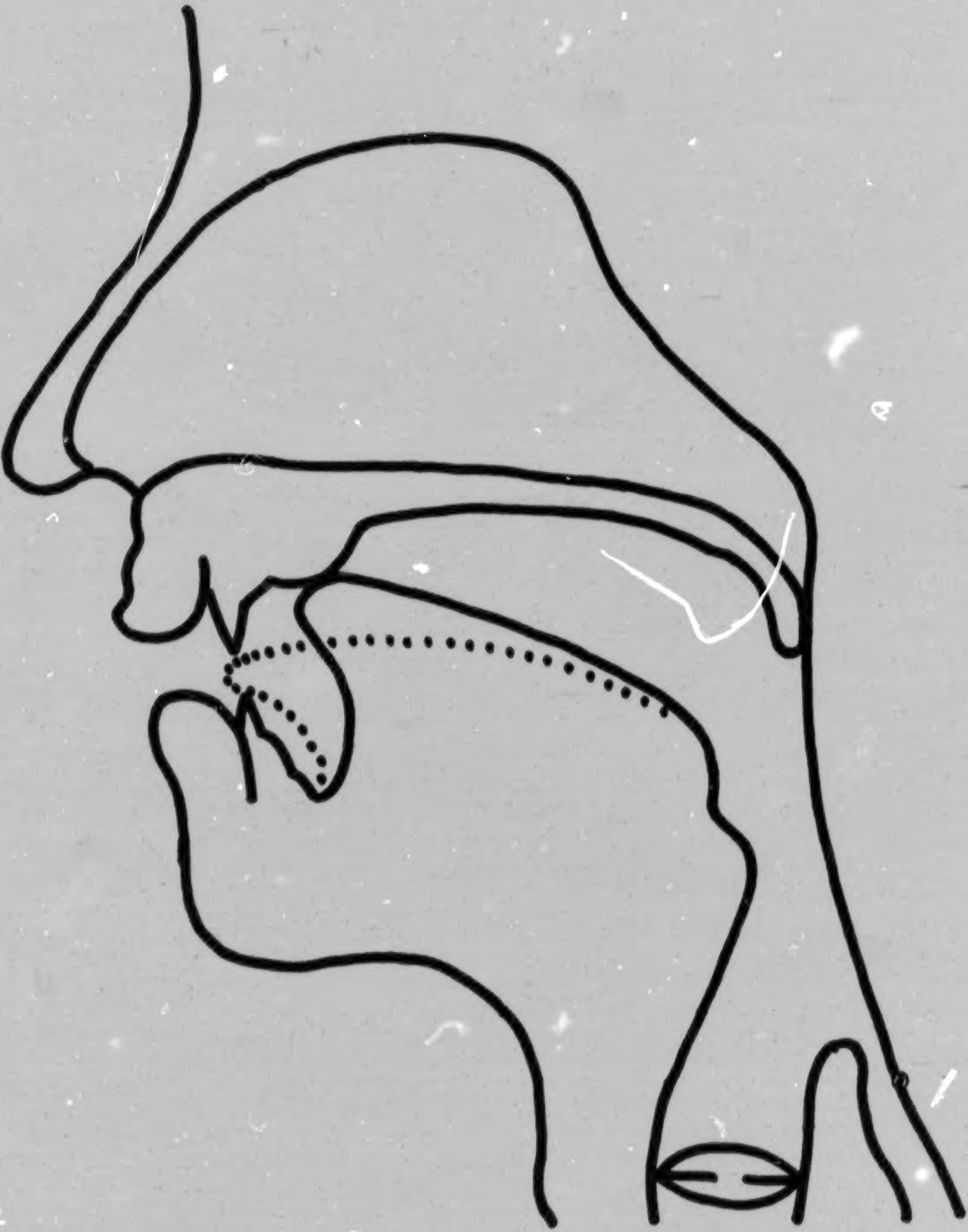
/θ/

AP
D7



/ɜ/

AP
D8



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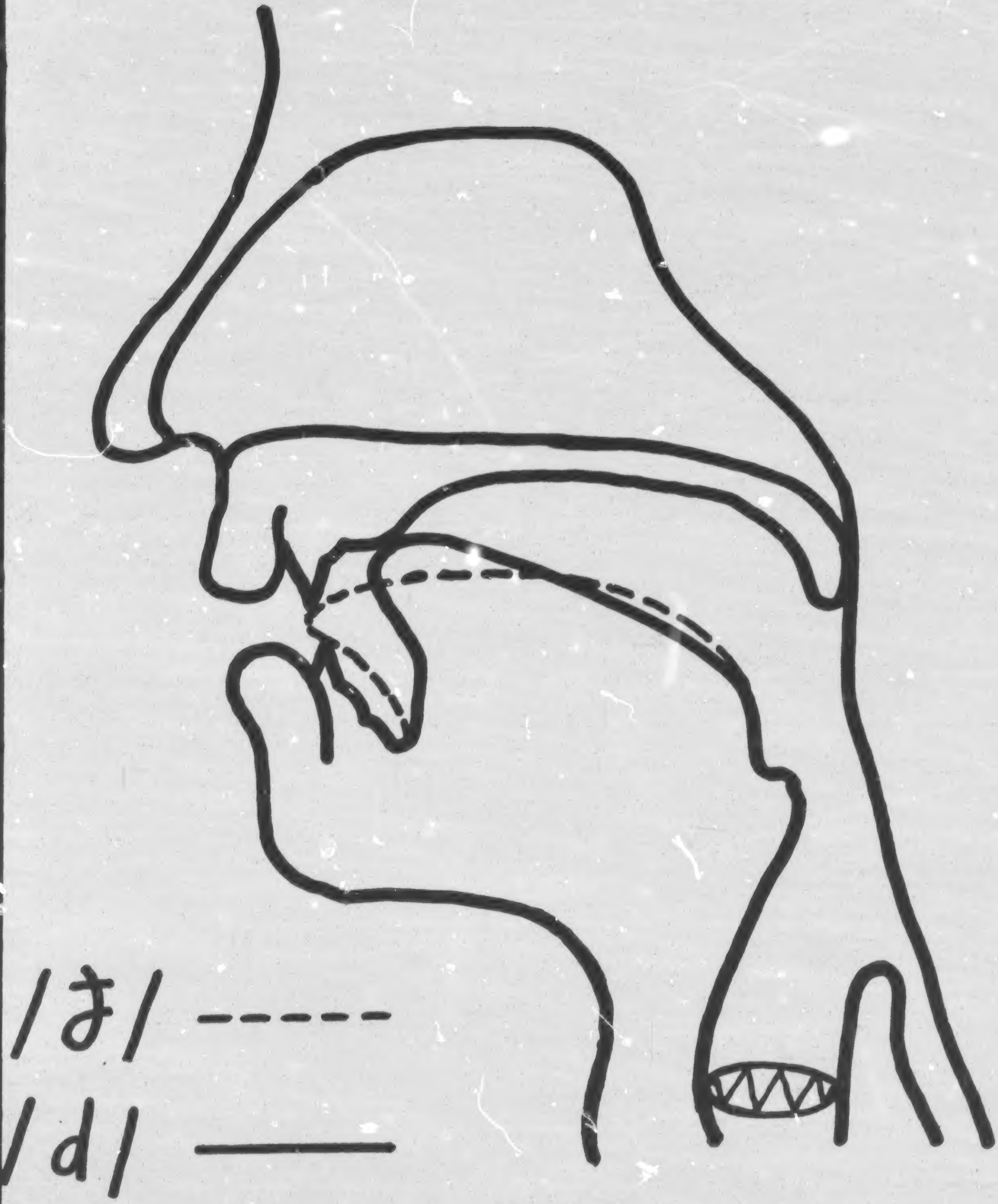

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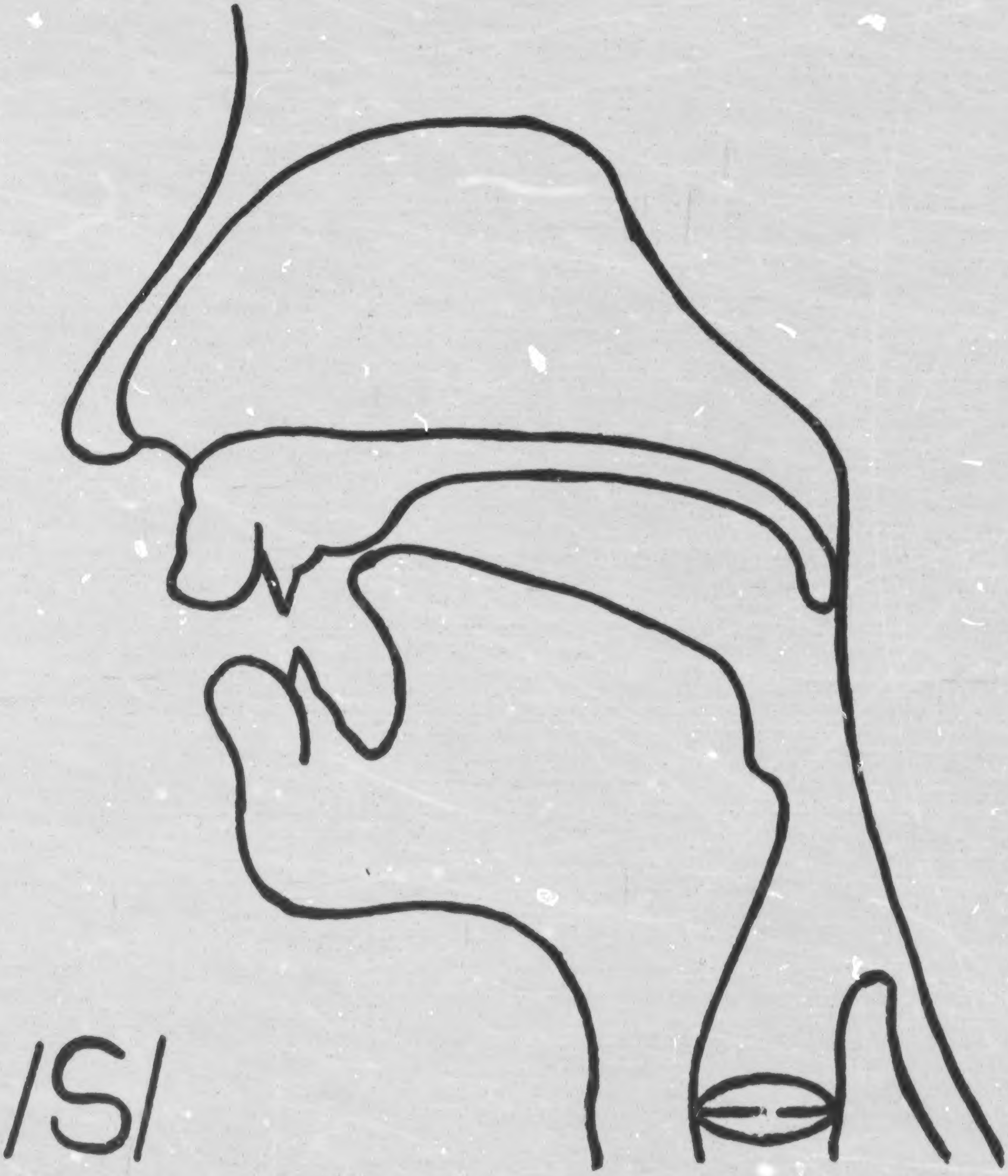

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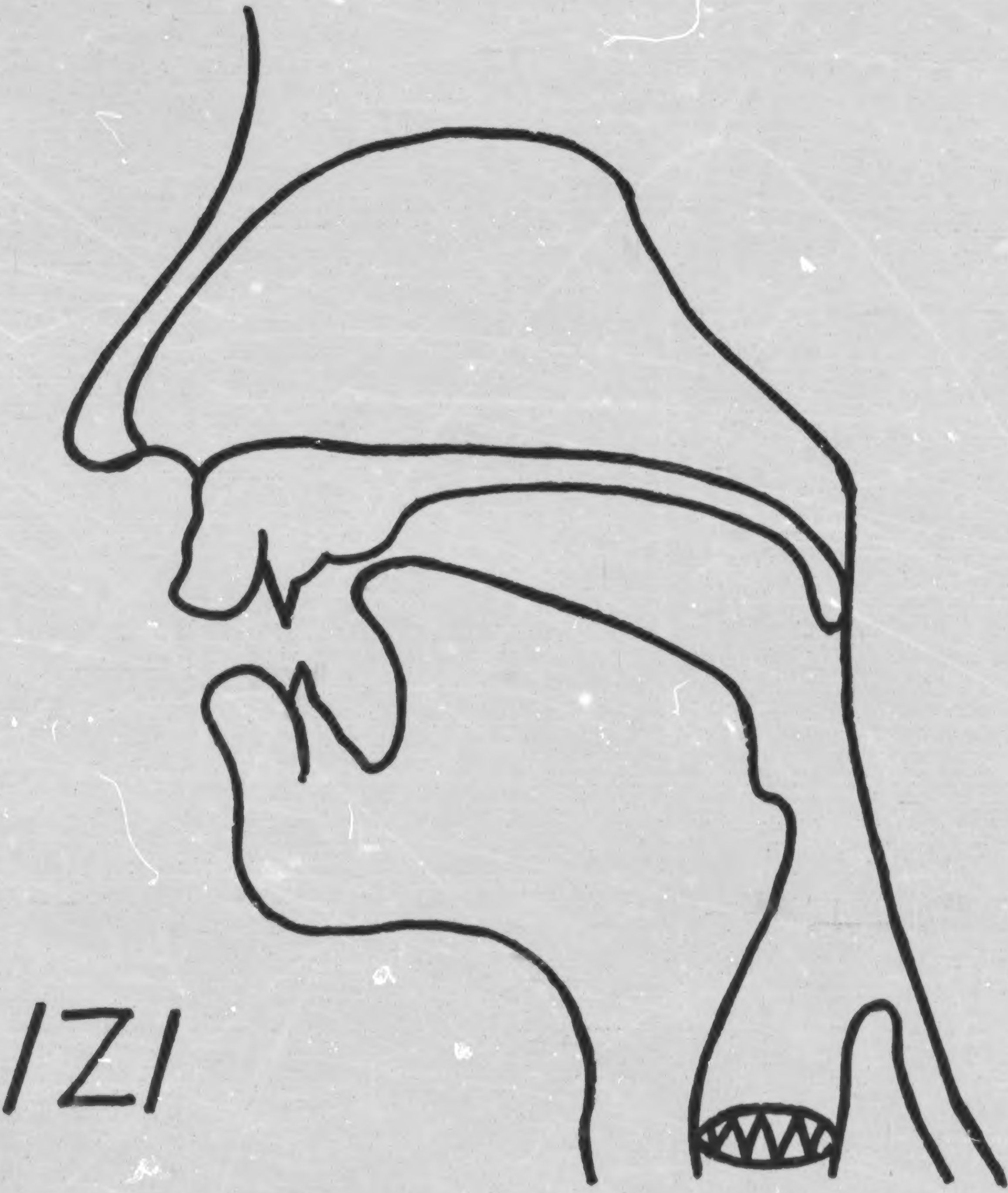

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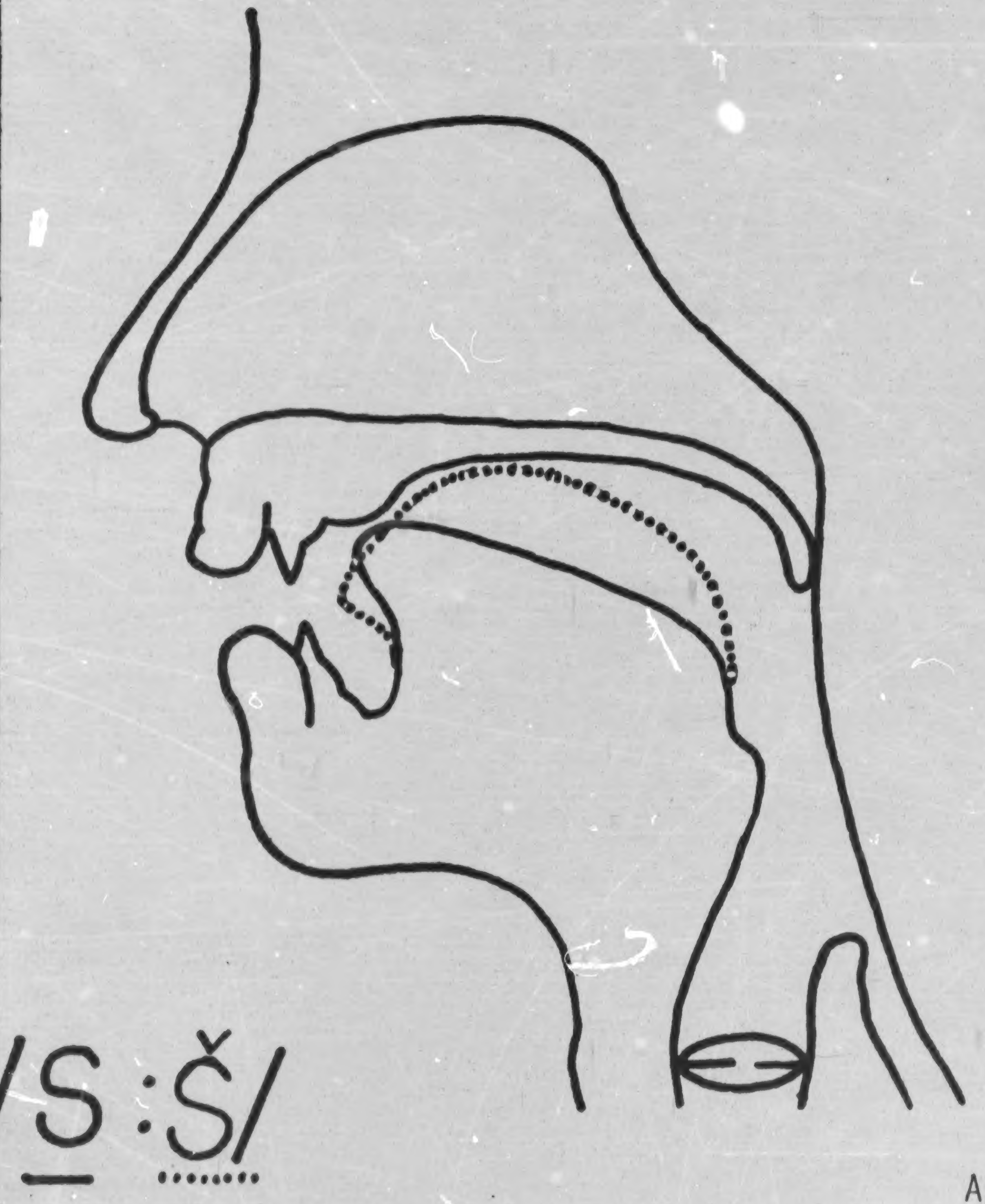

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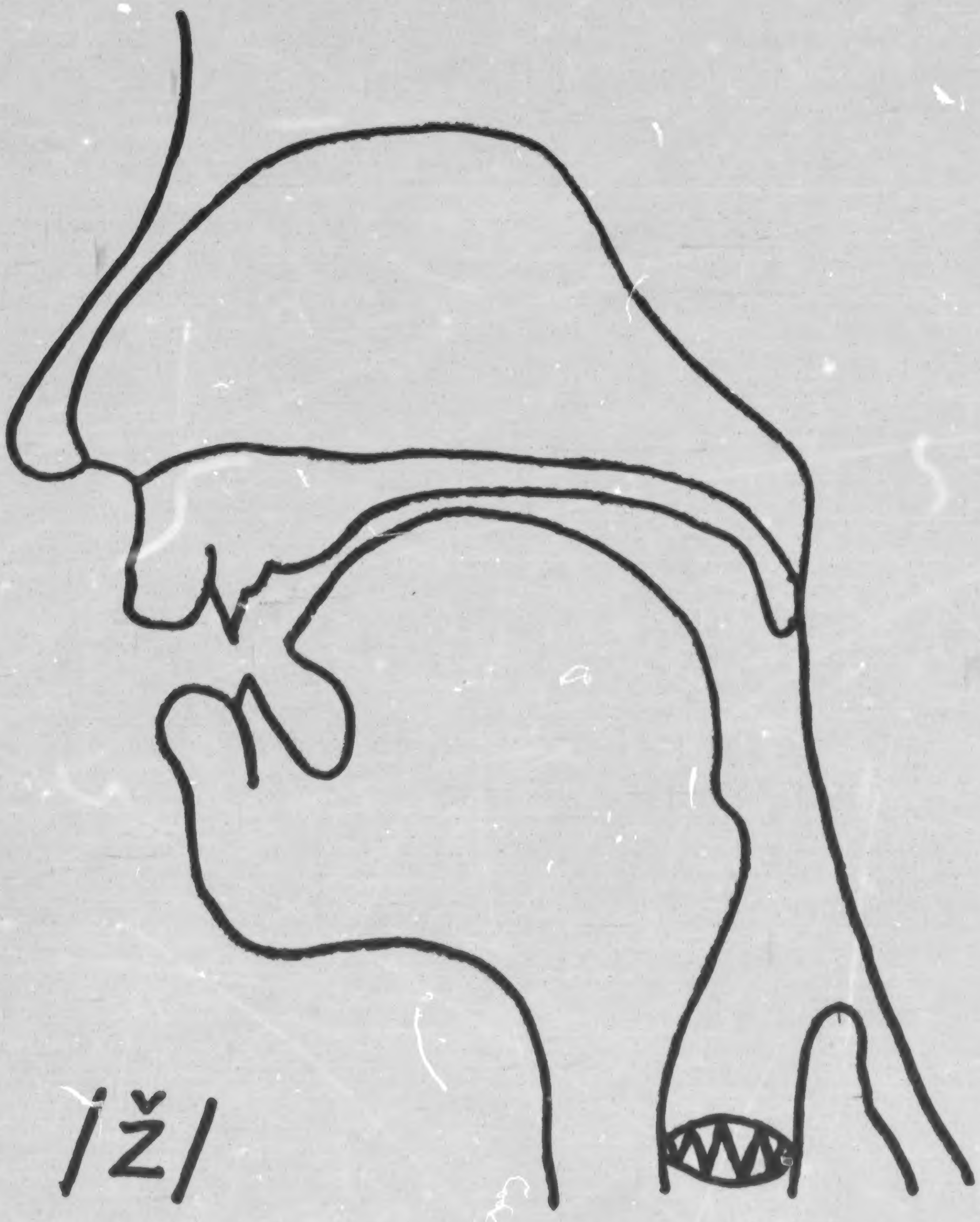

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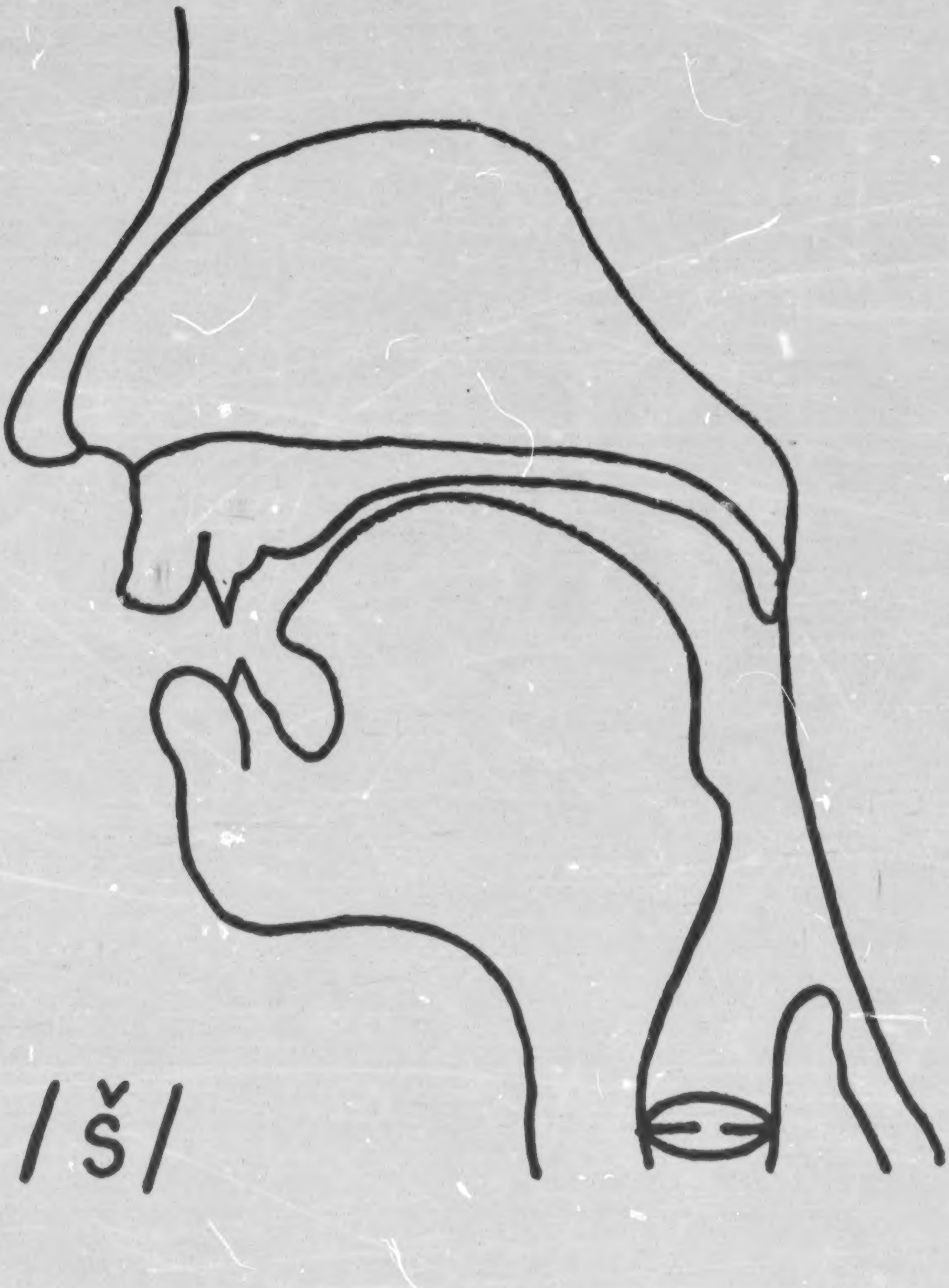

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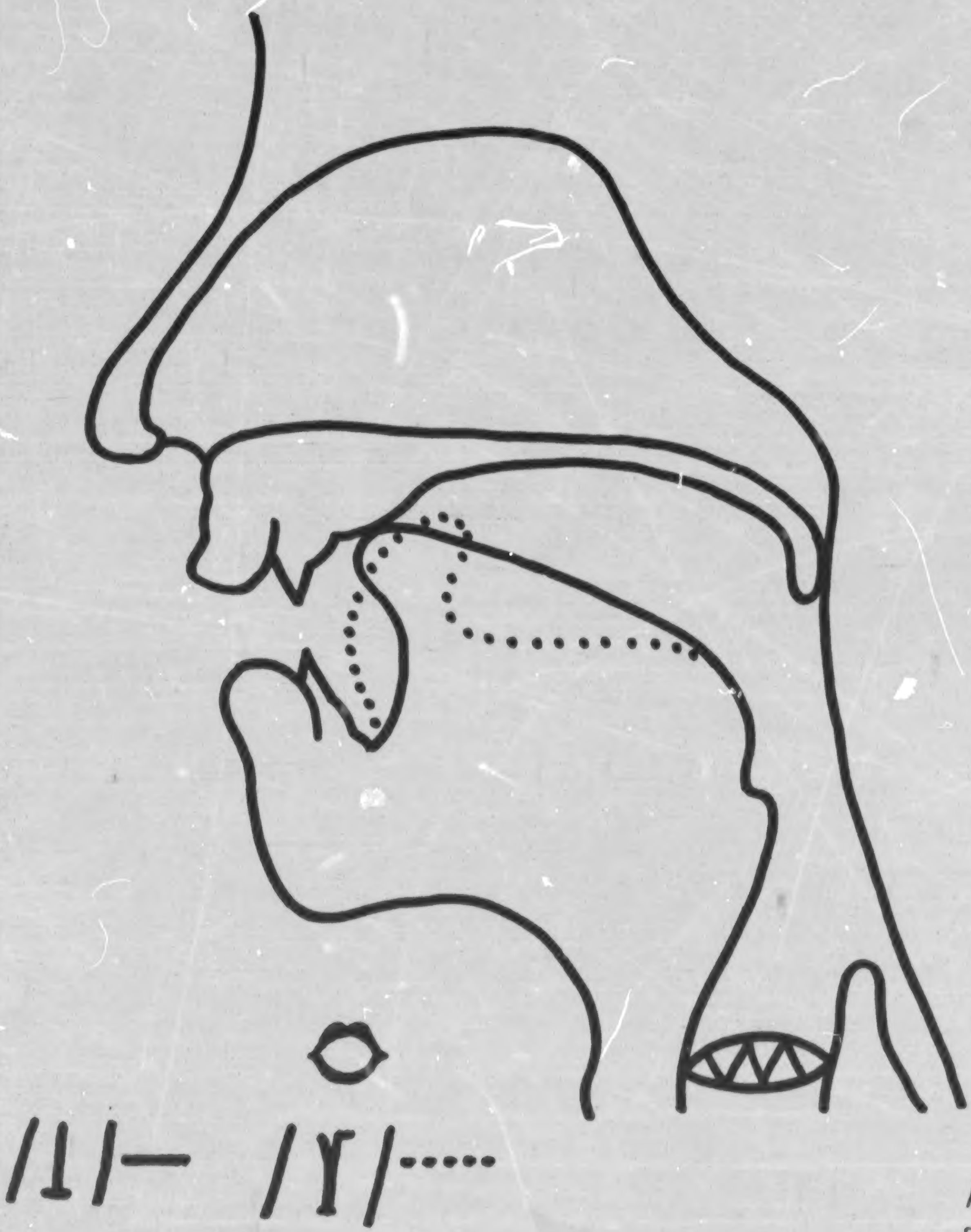

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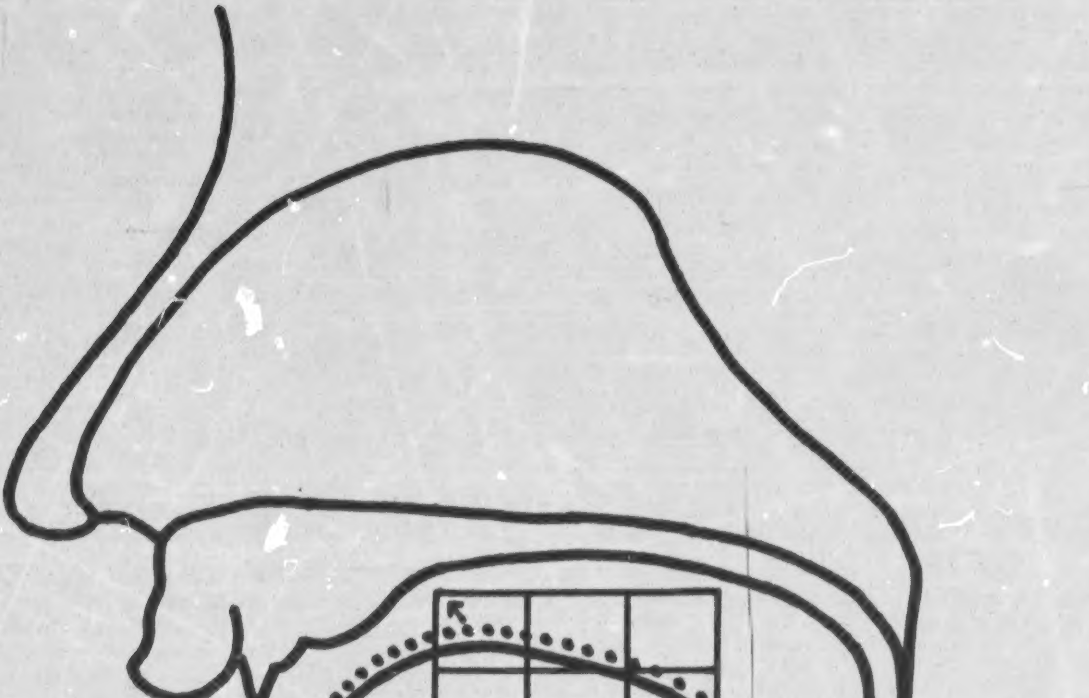
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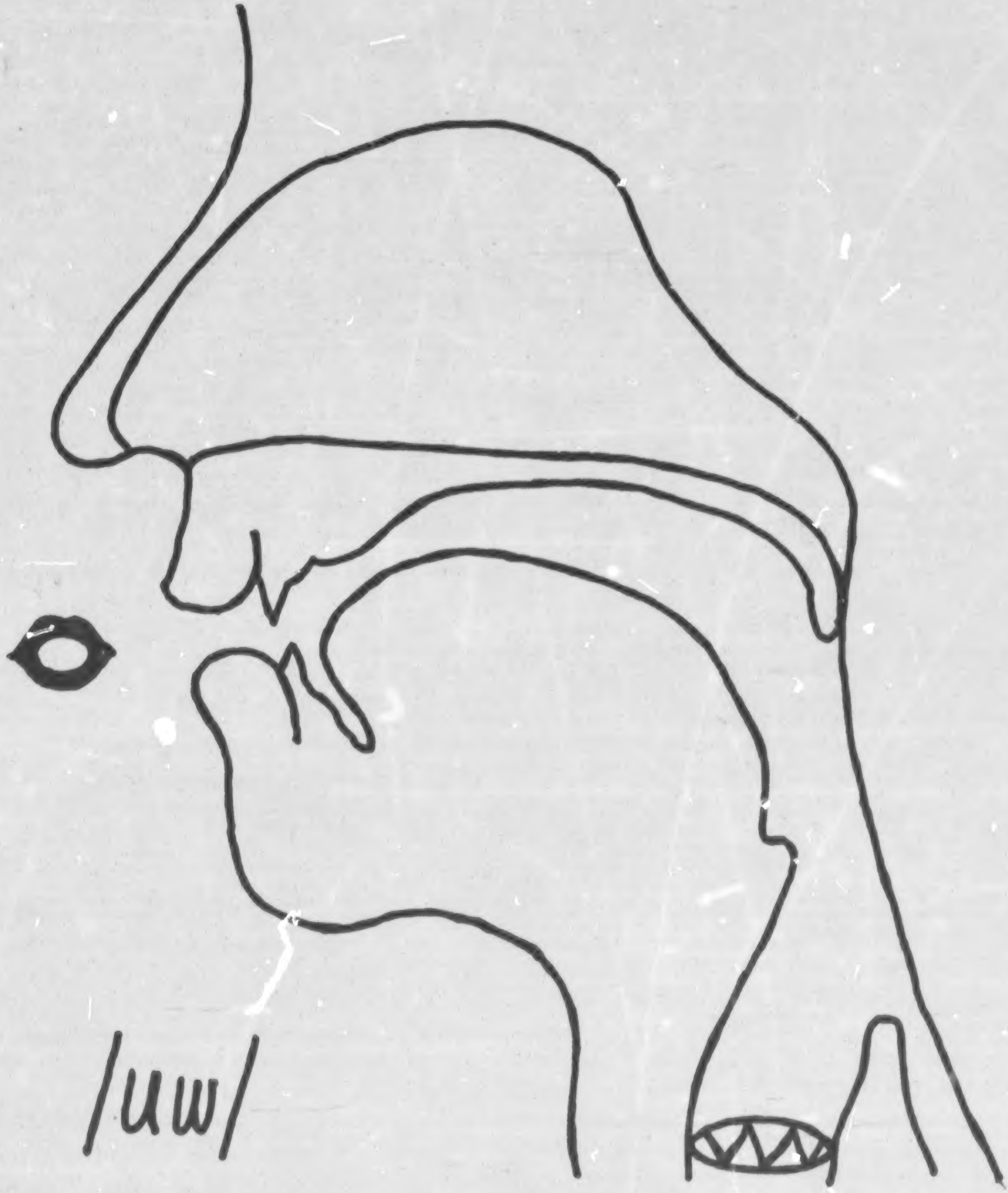

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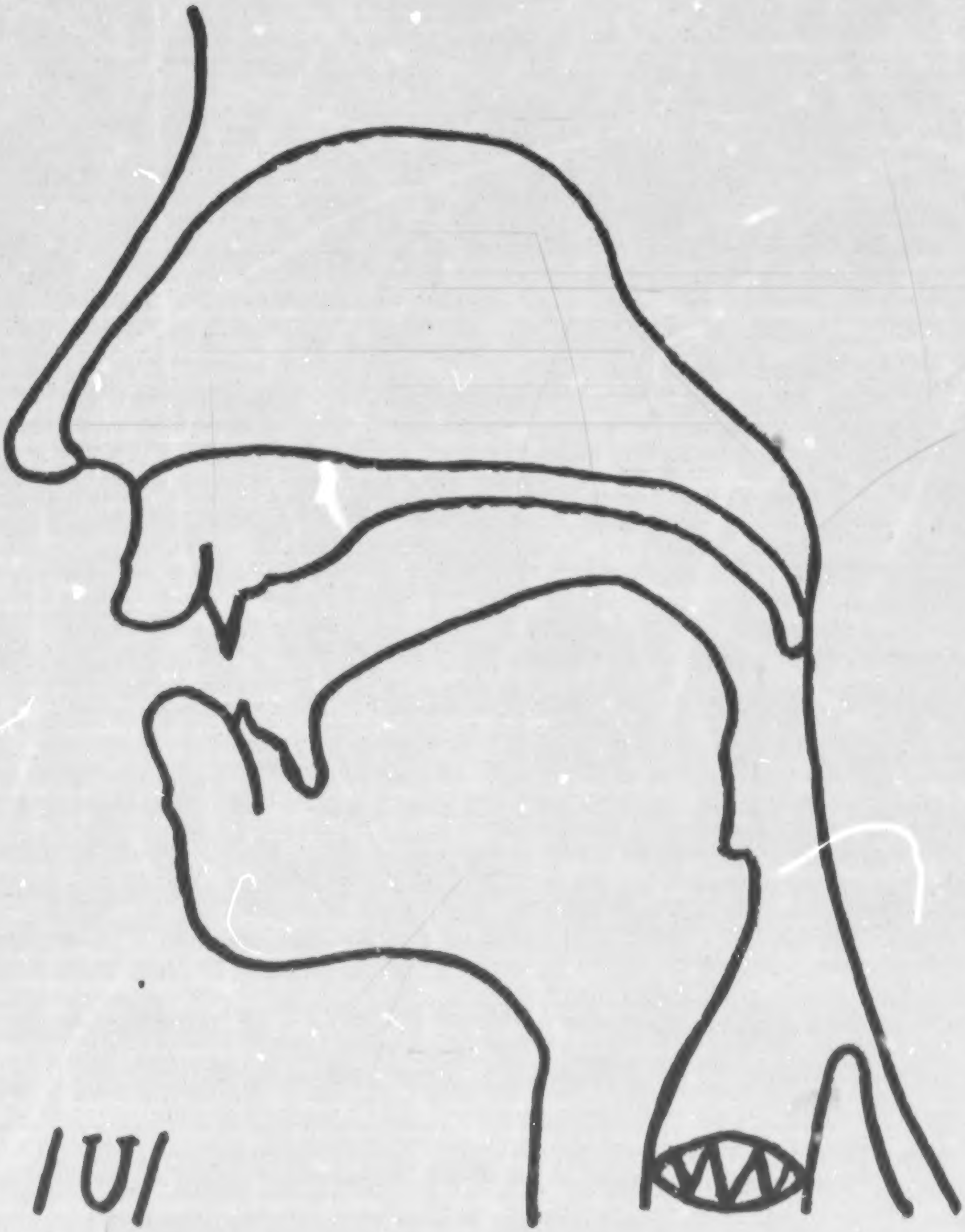

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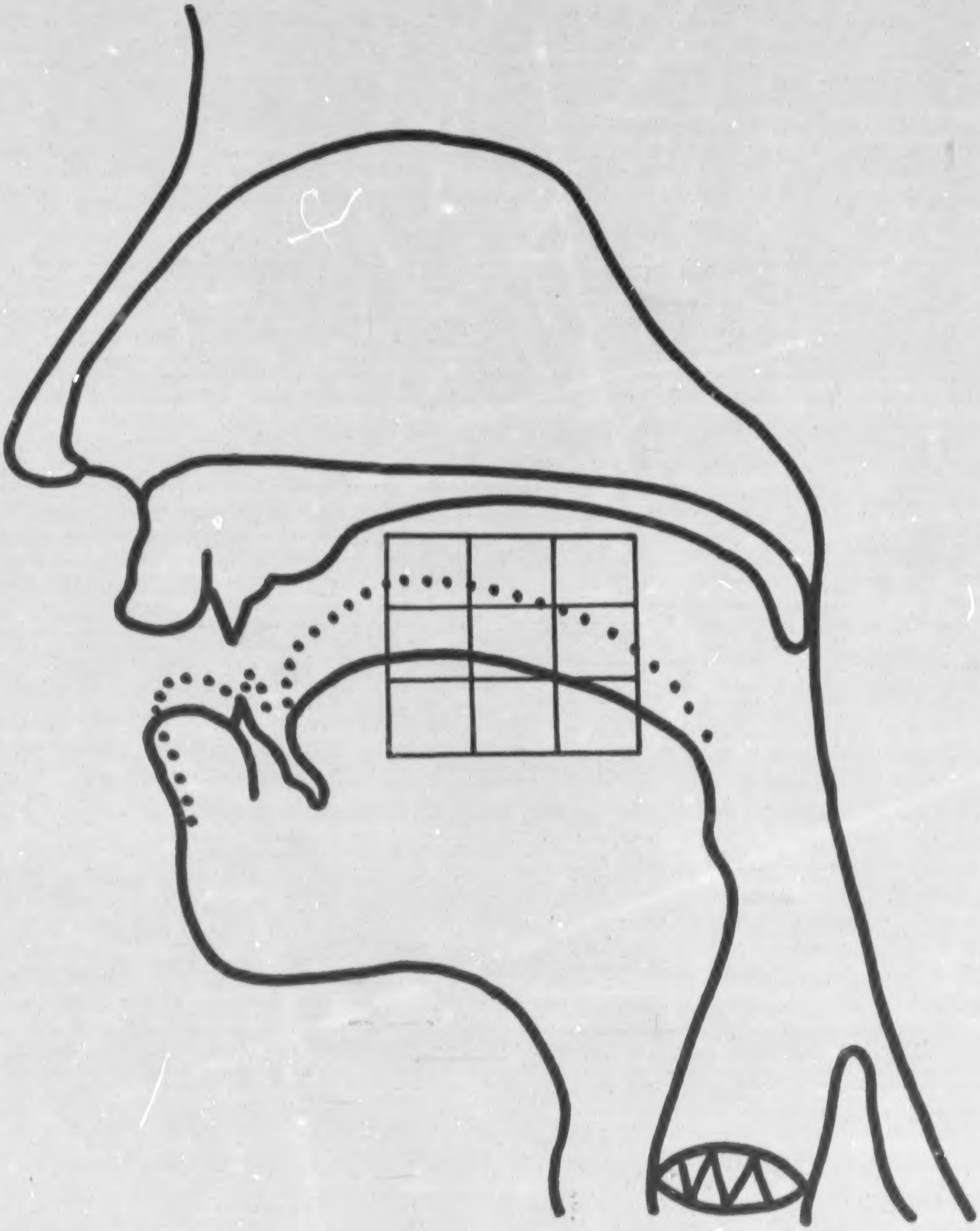

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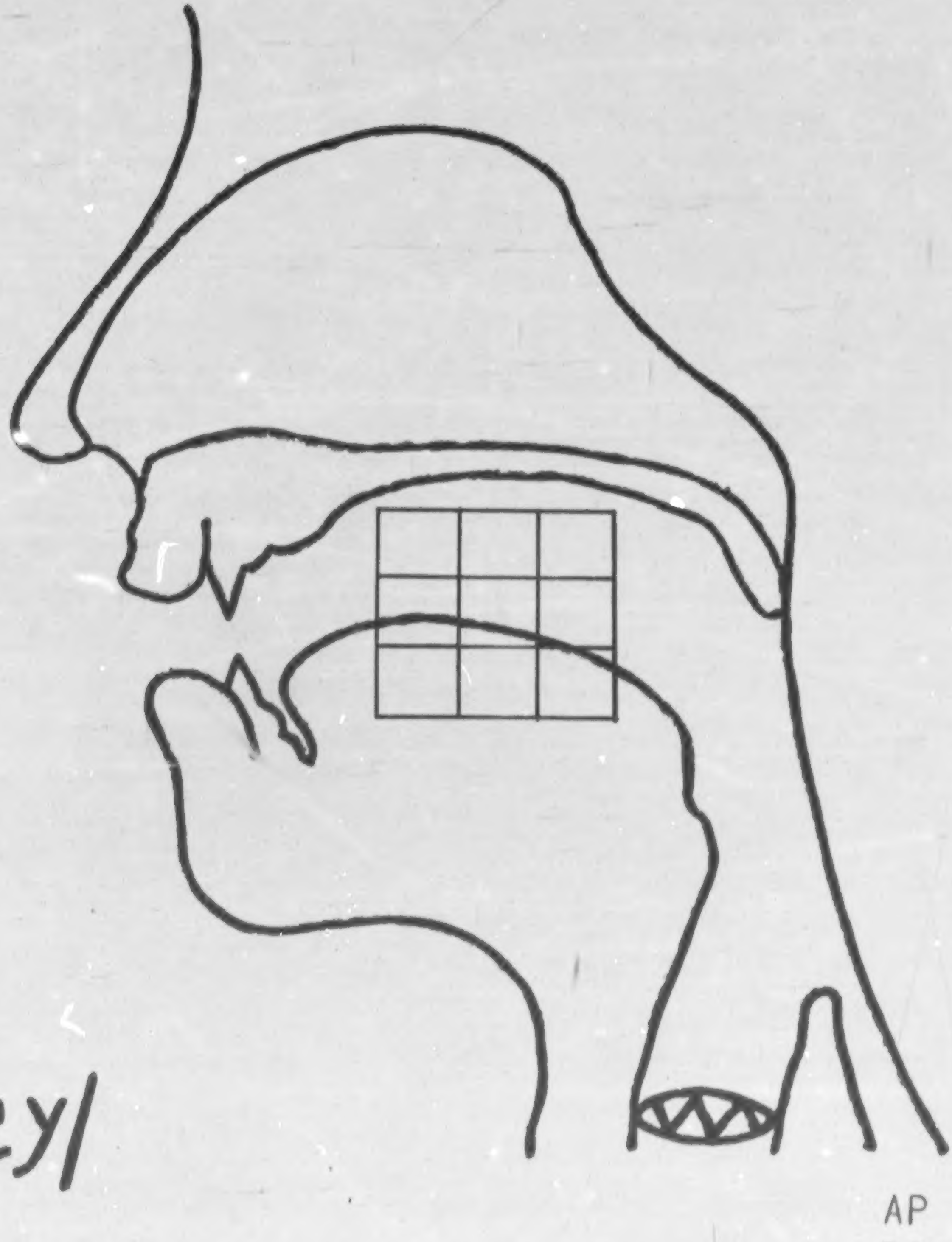

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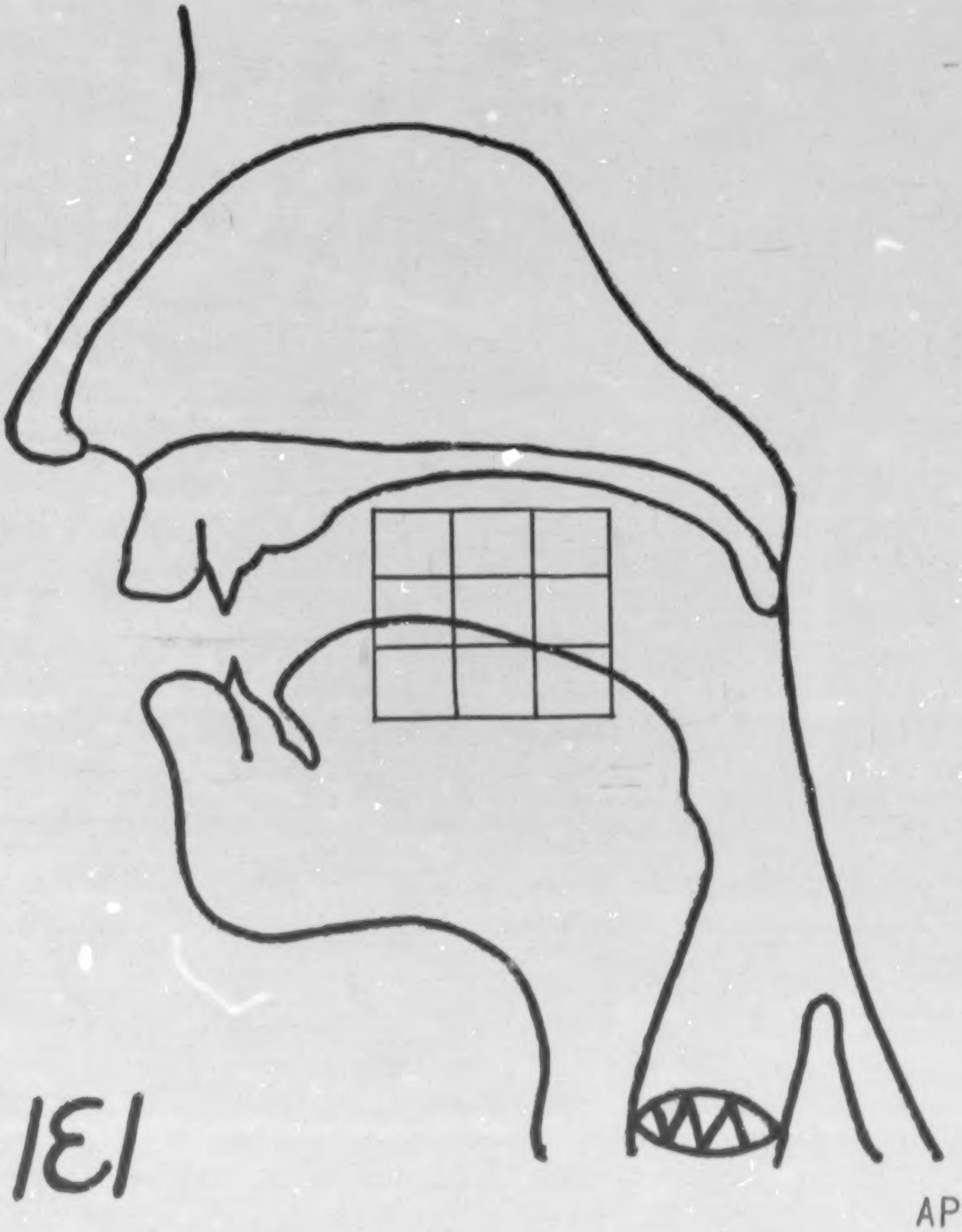

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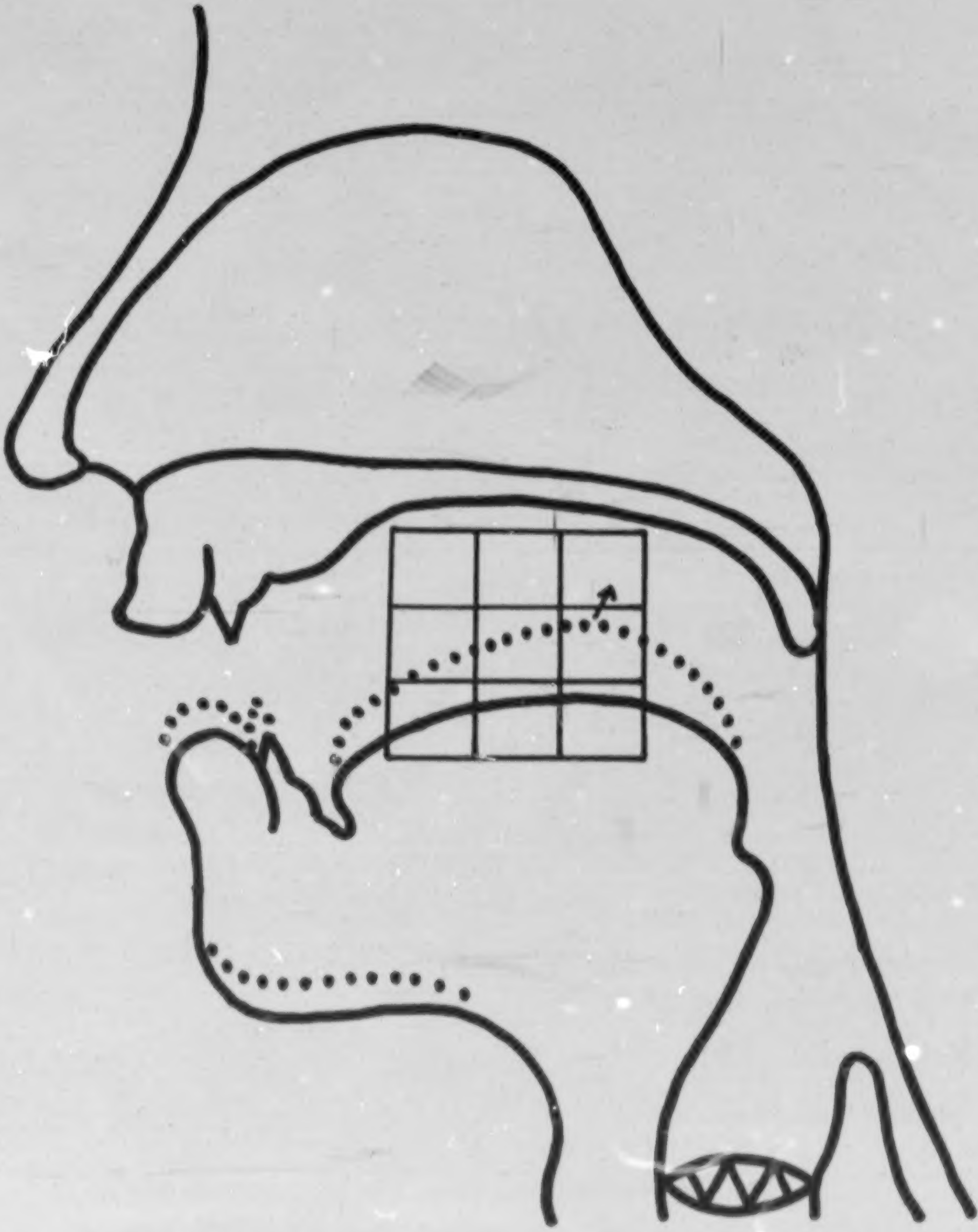

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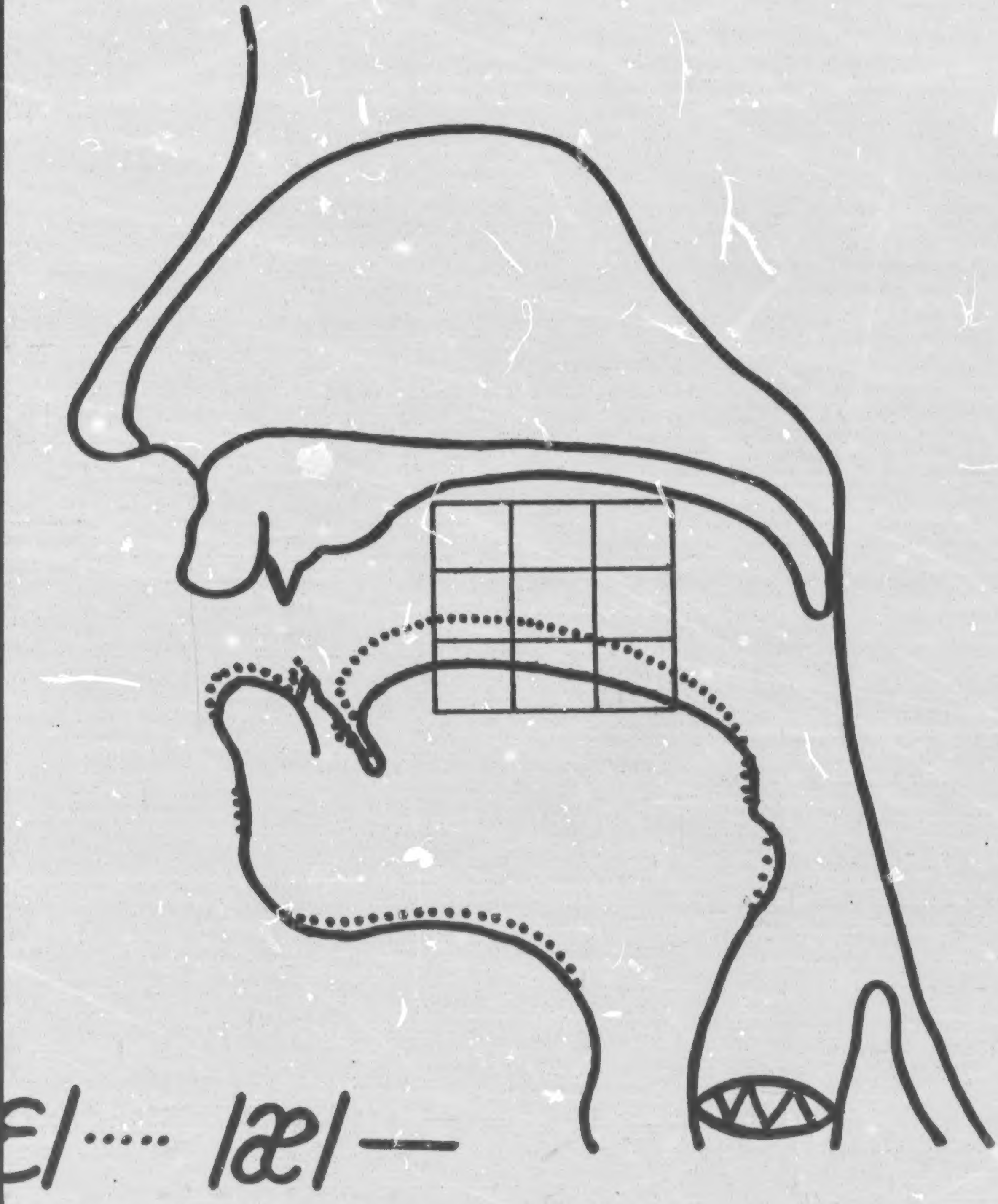

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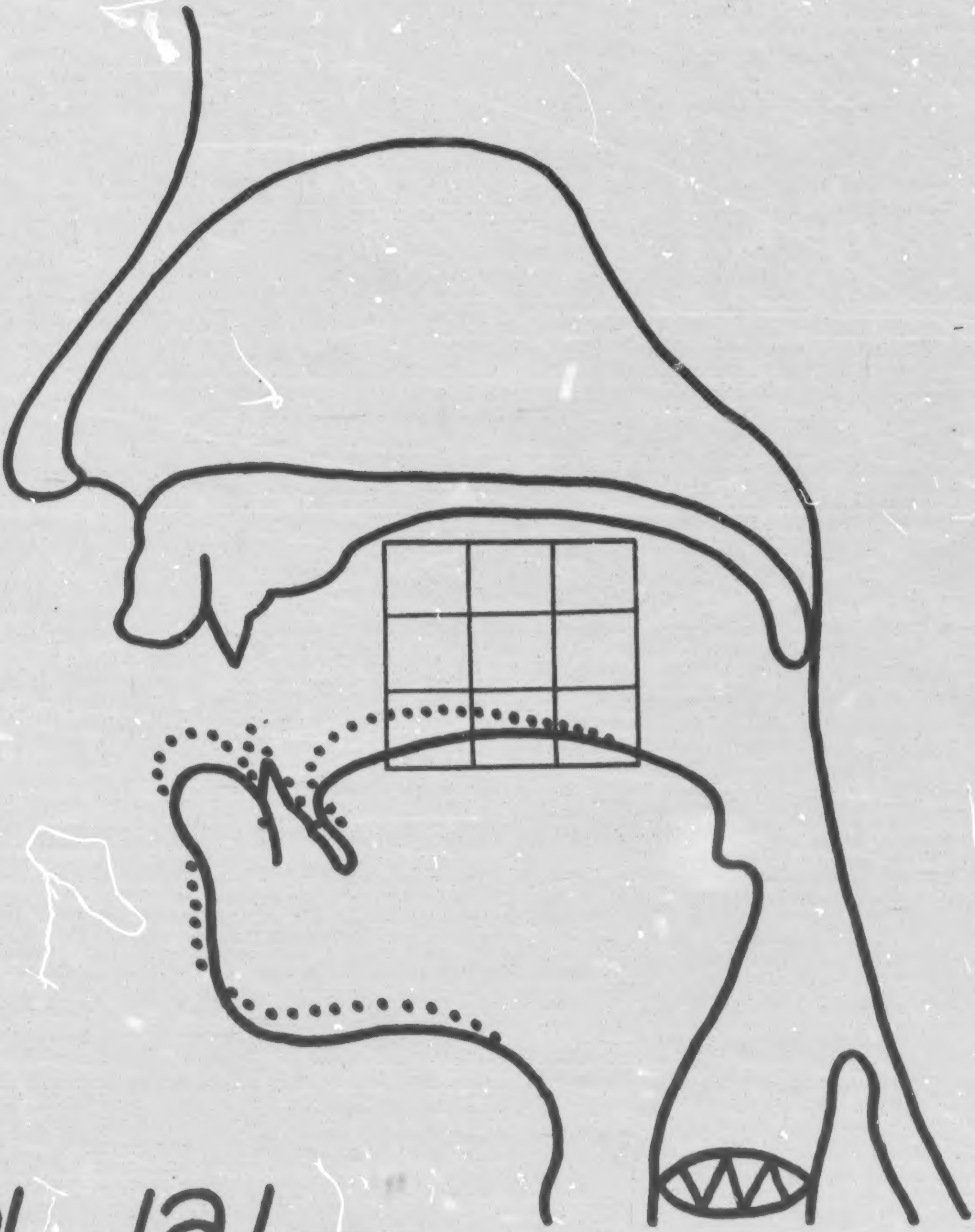

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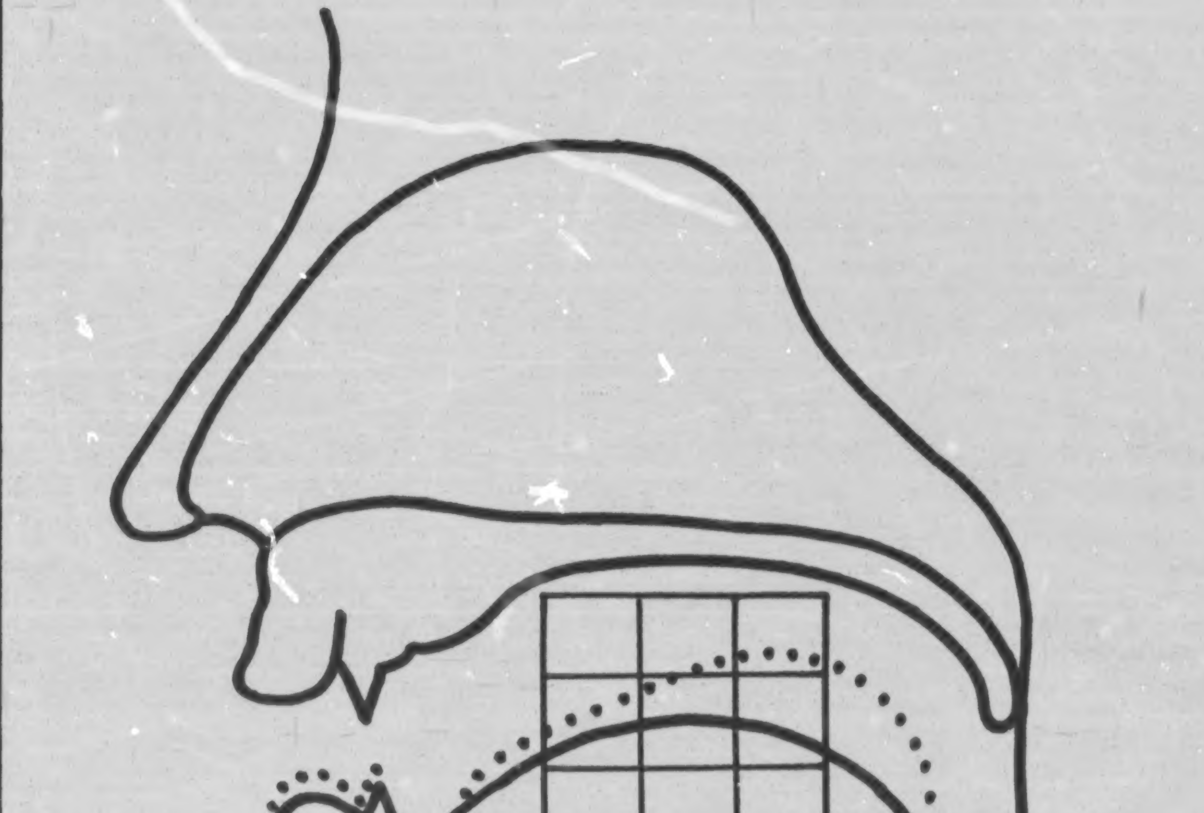

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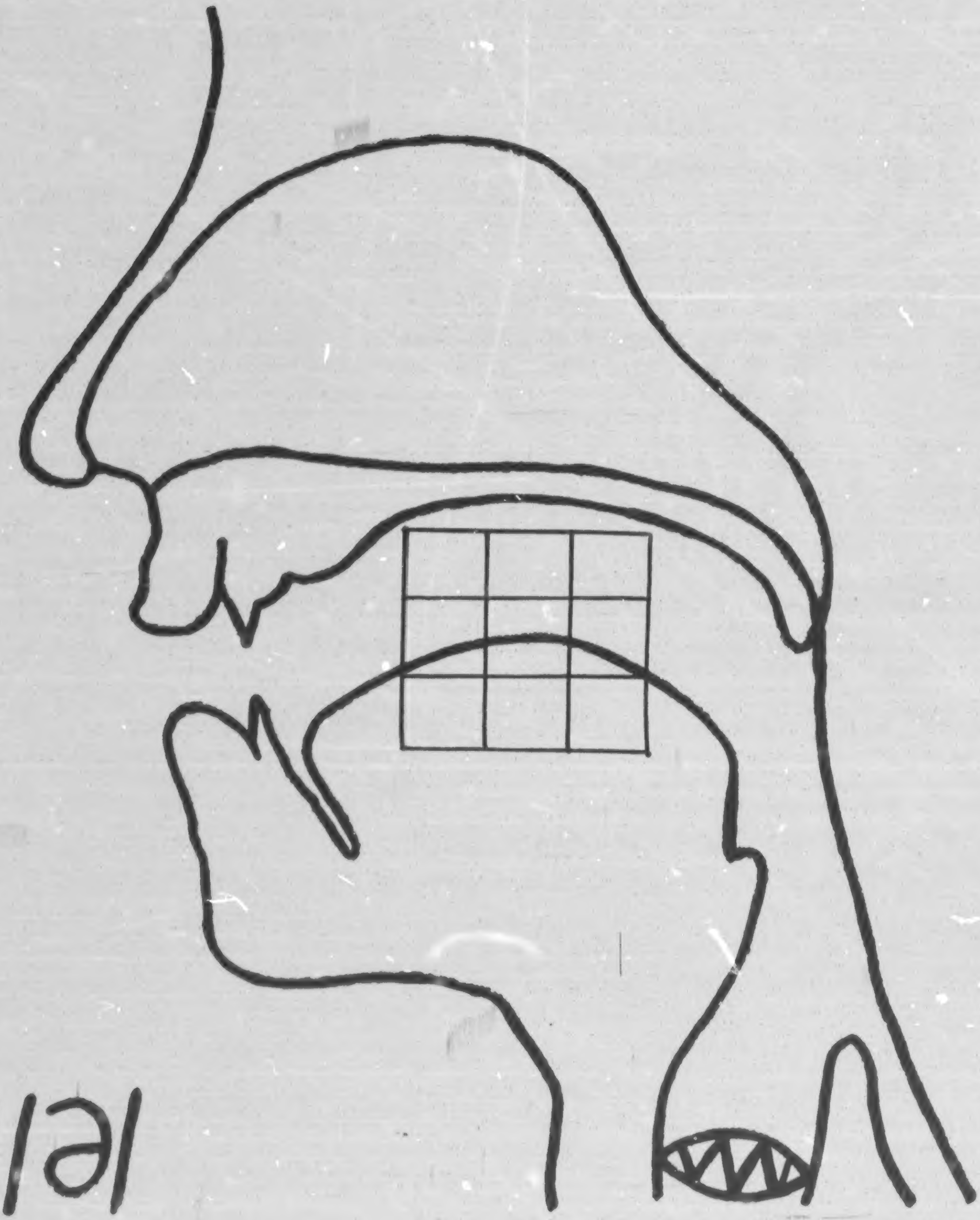

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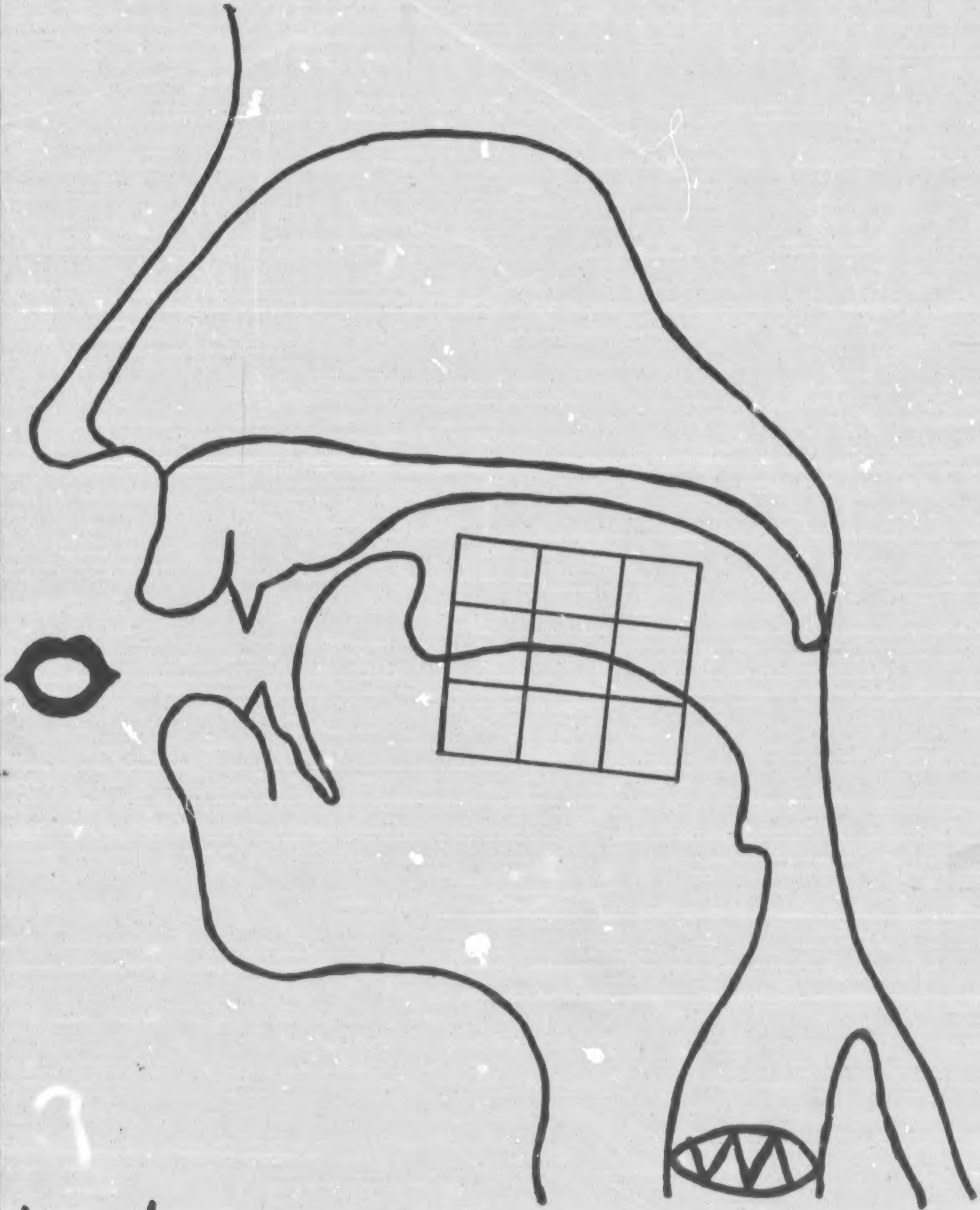

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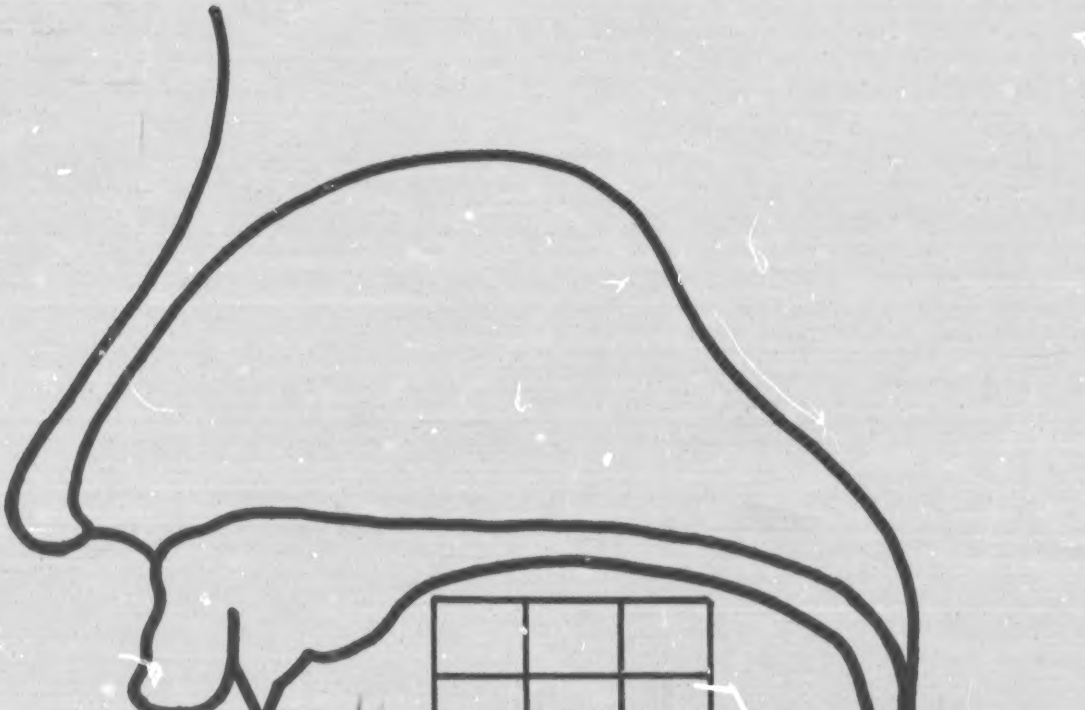

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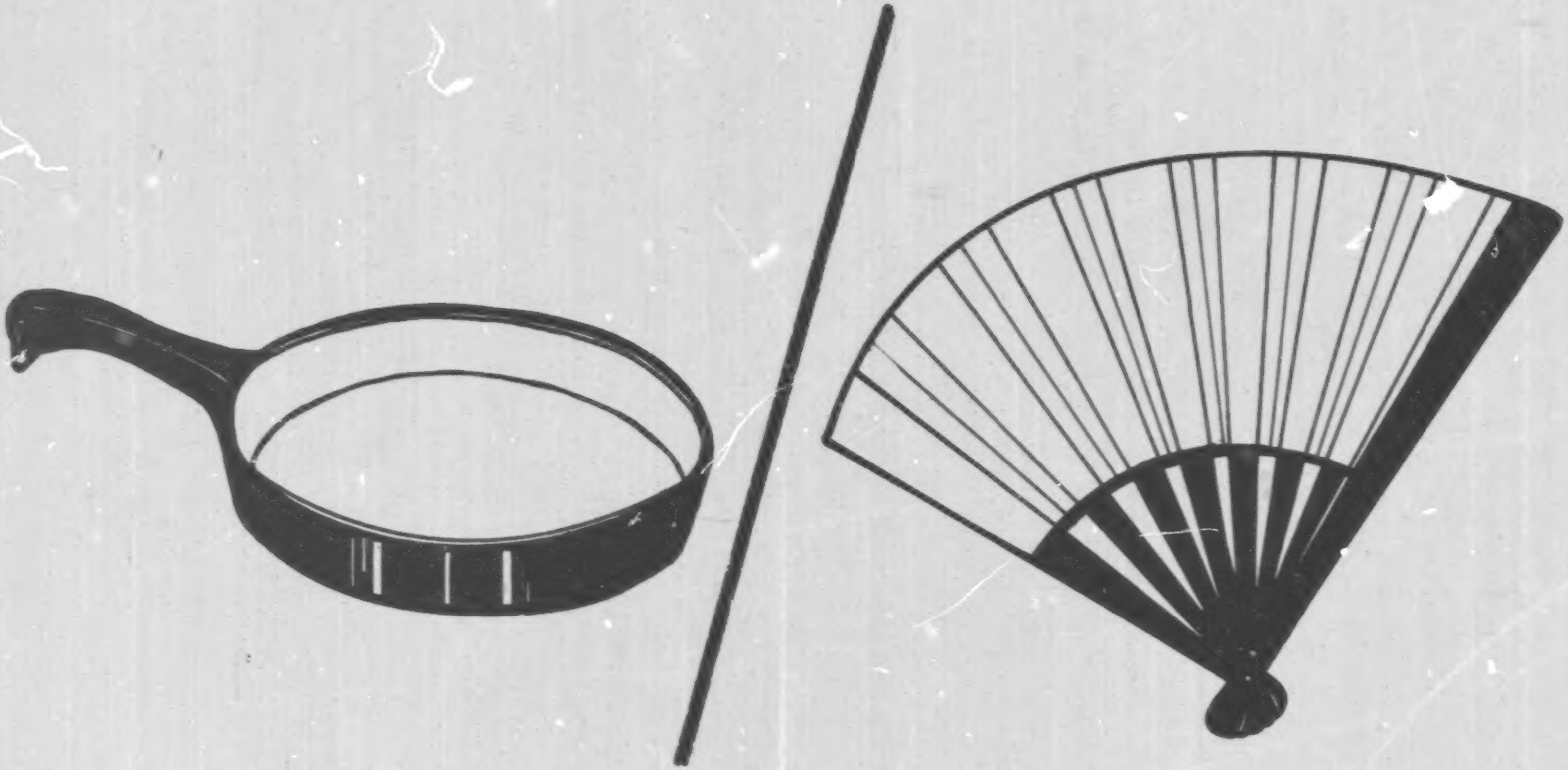

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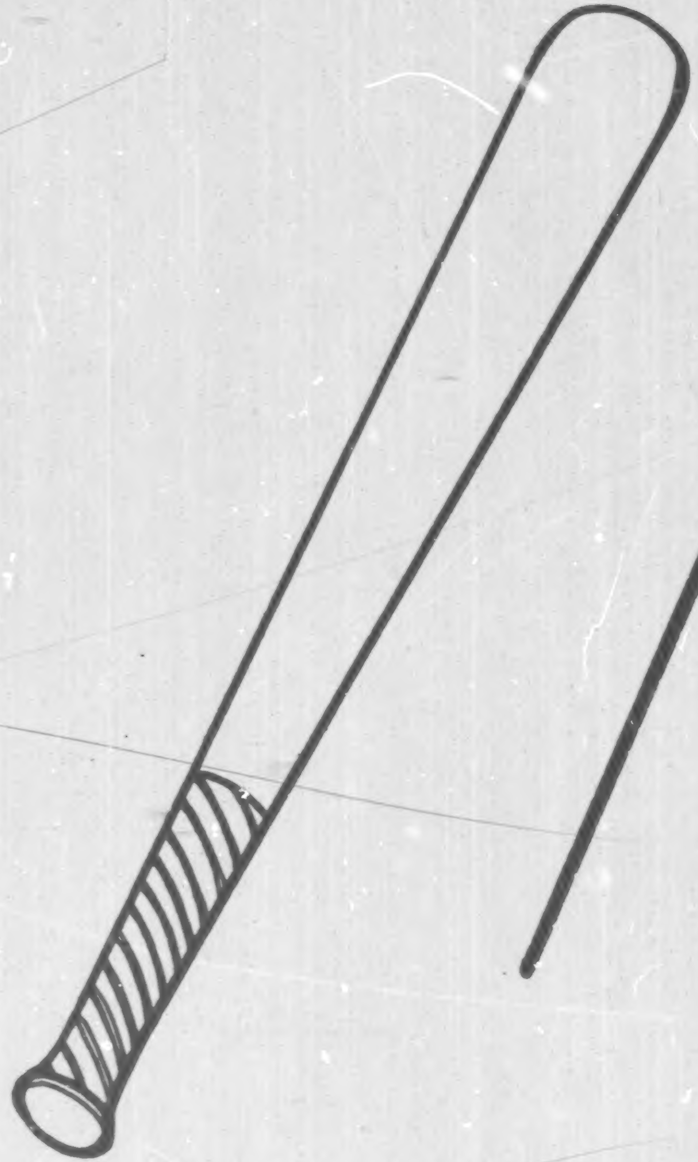

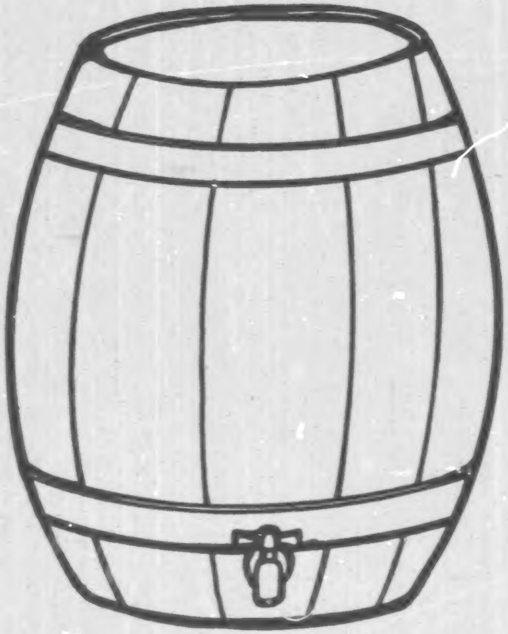

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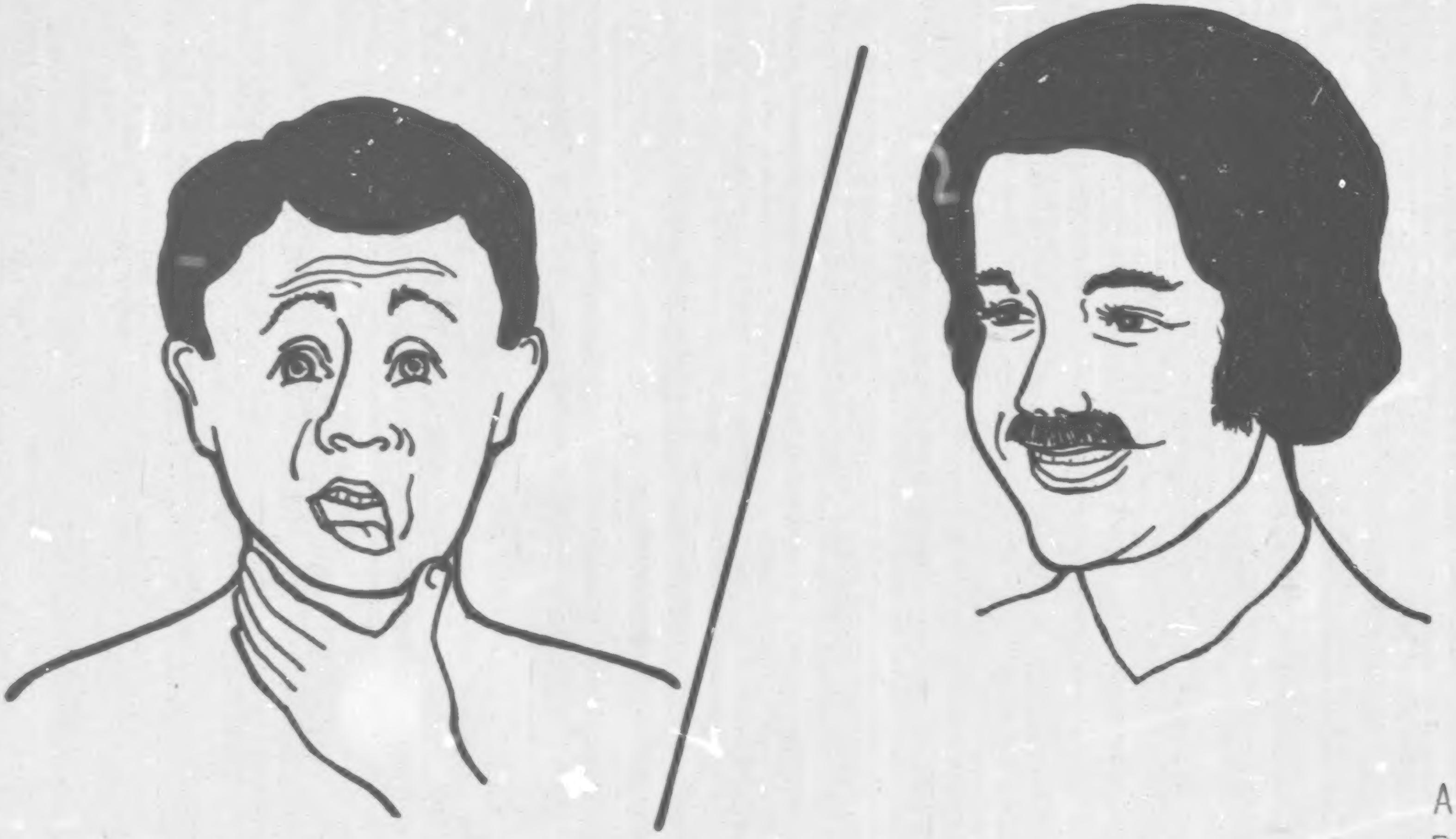

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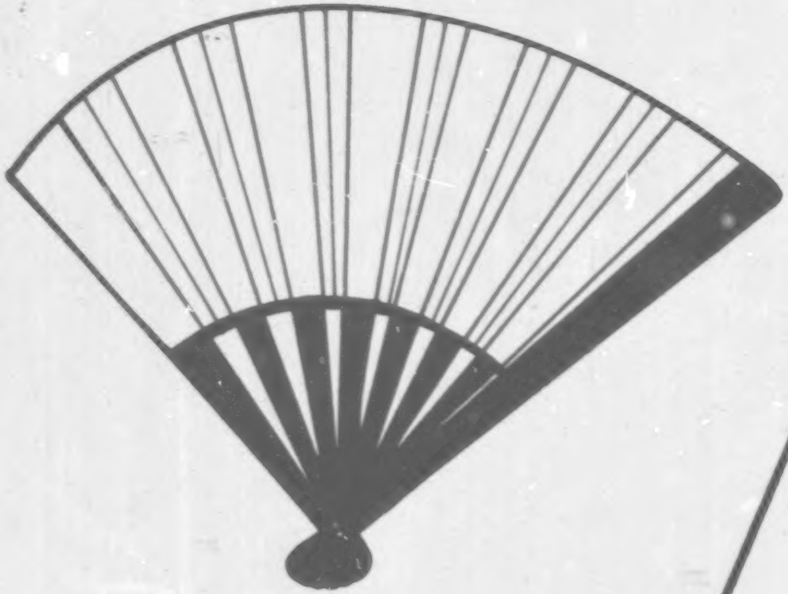

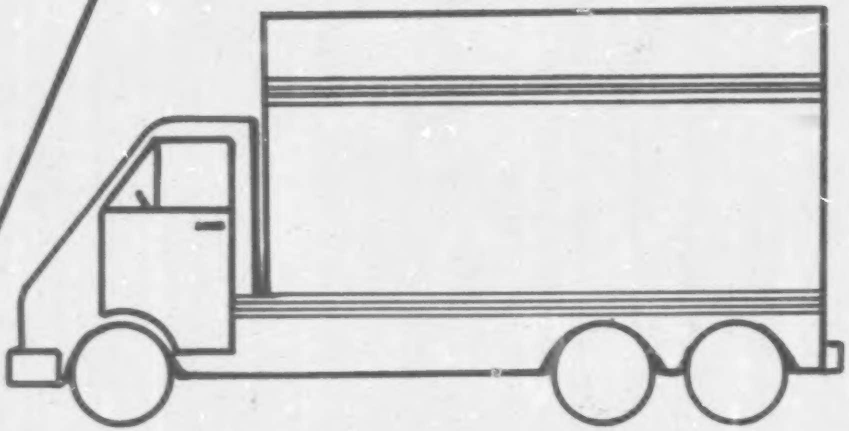

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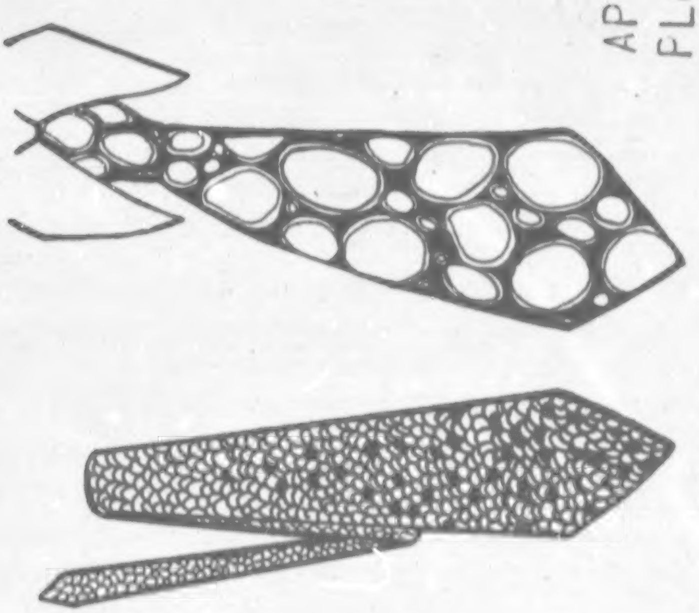

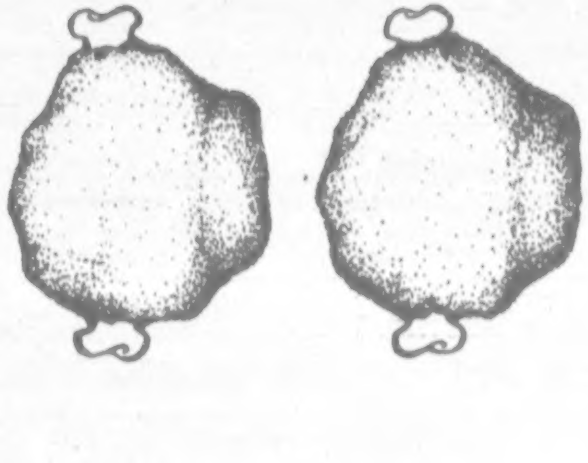

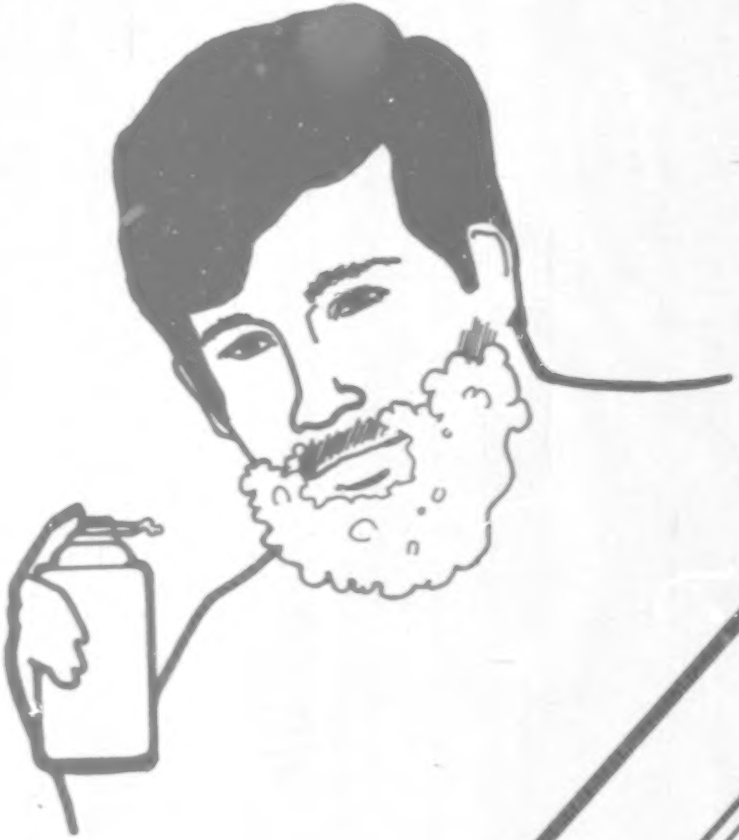

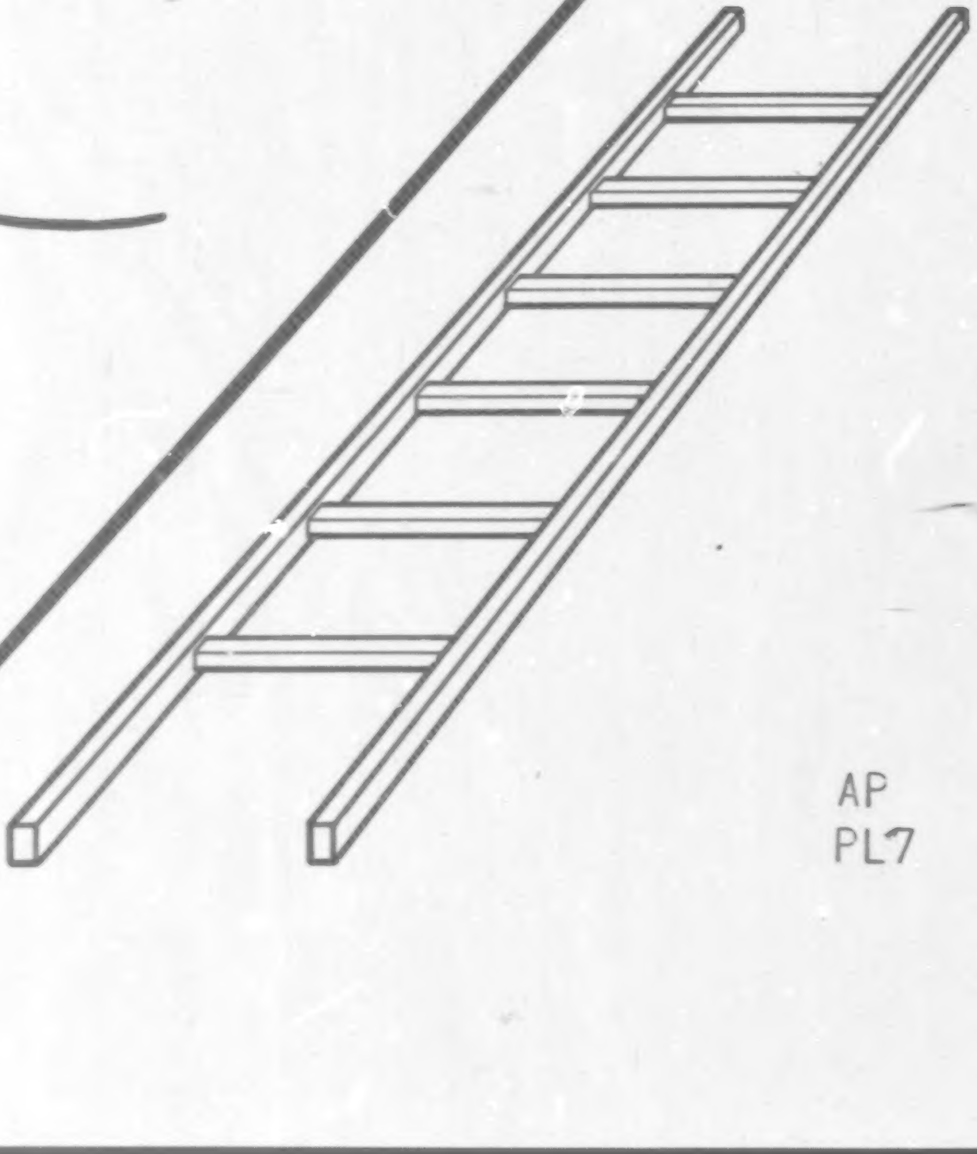

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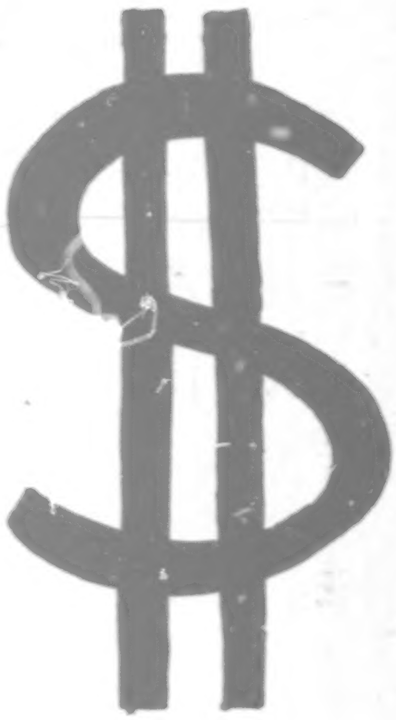

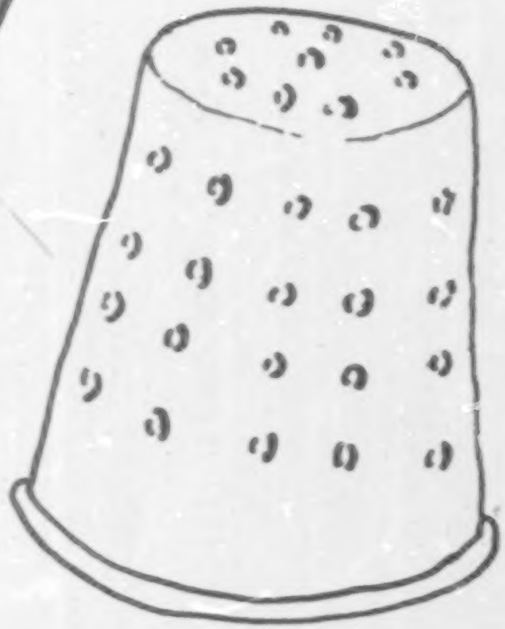

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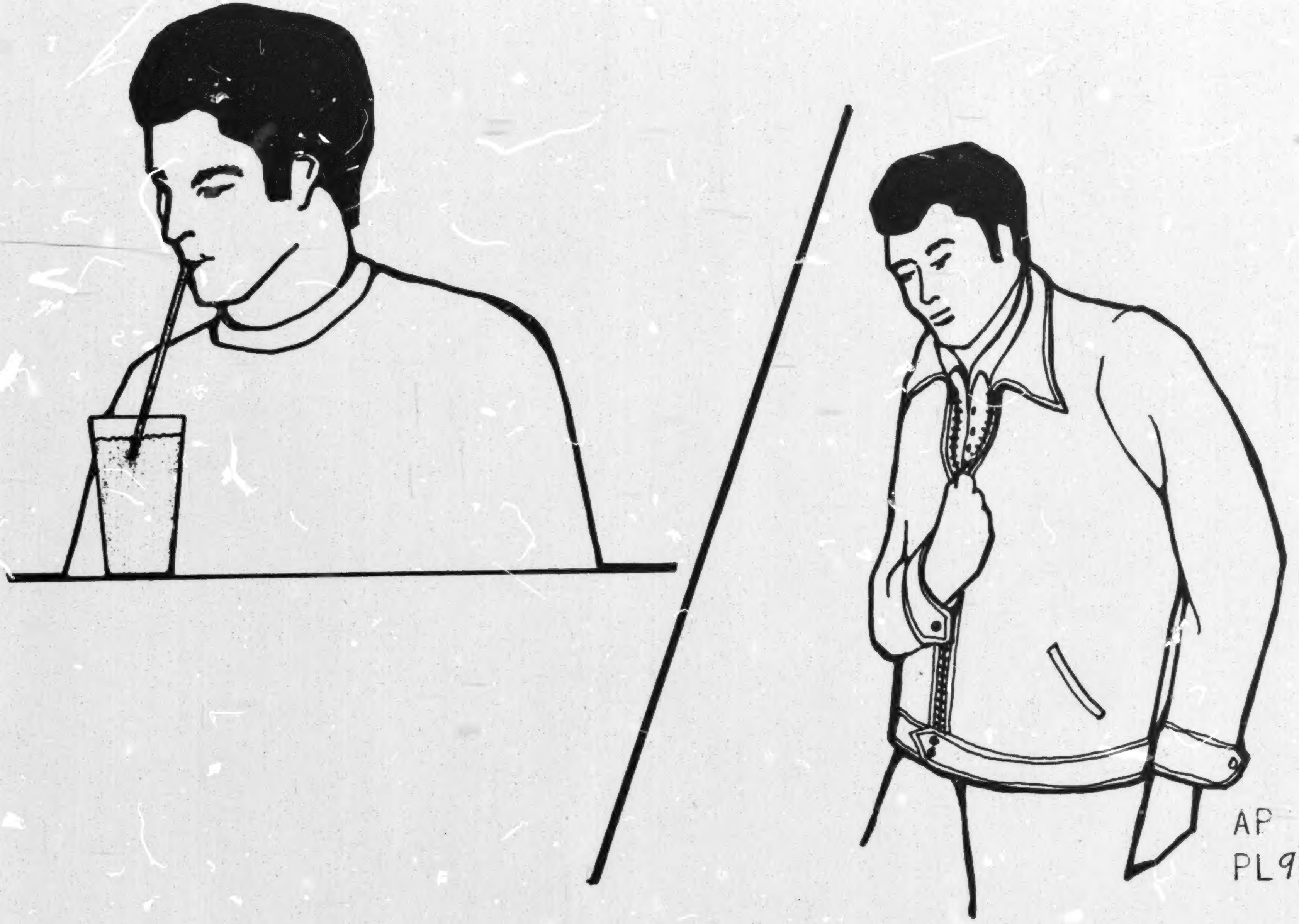
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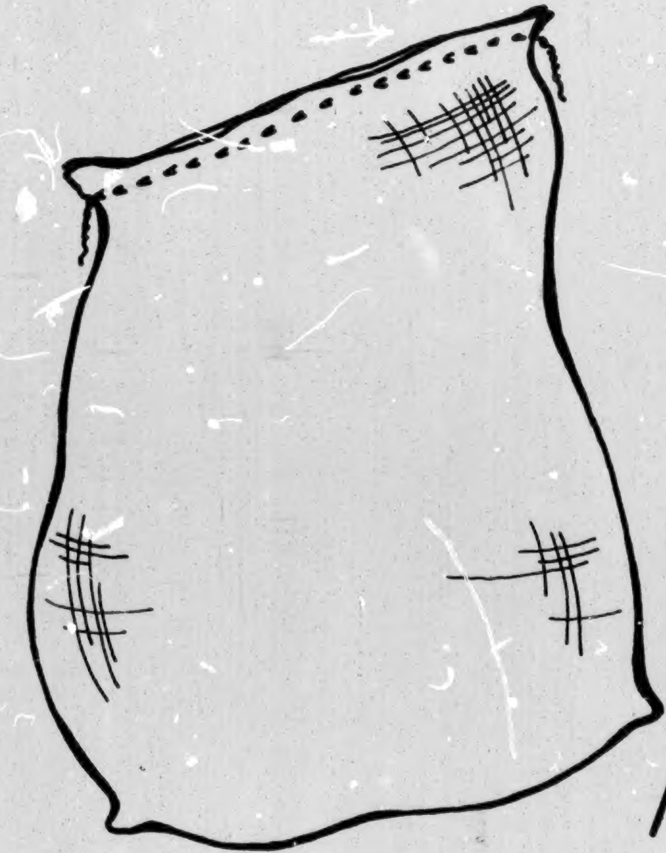

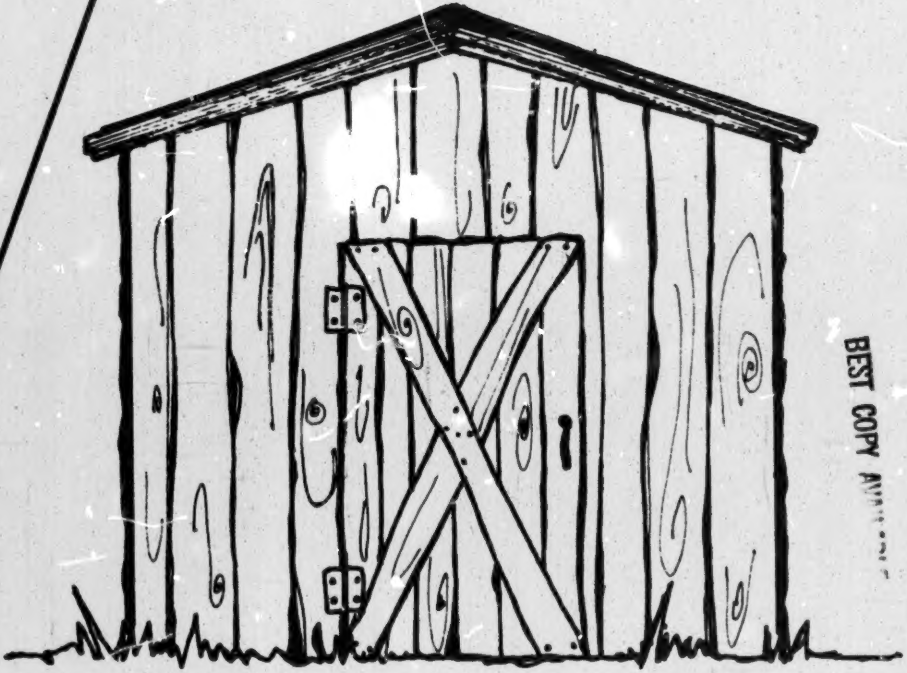

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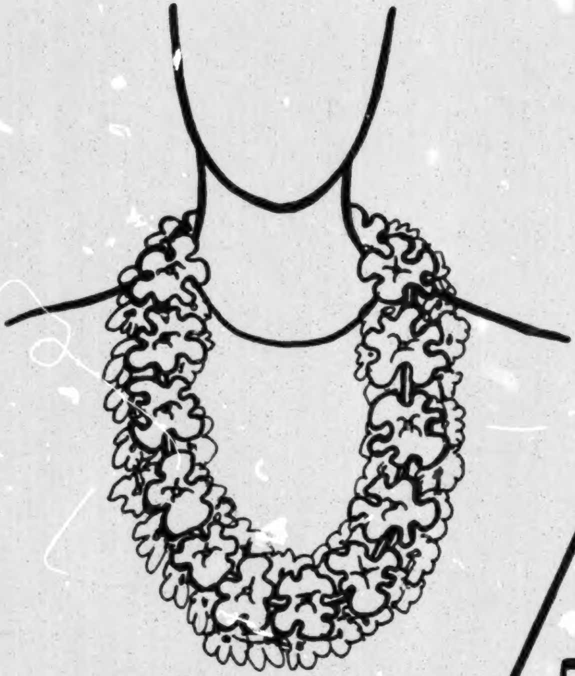

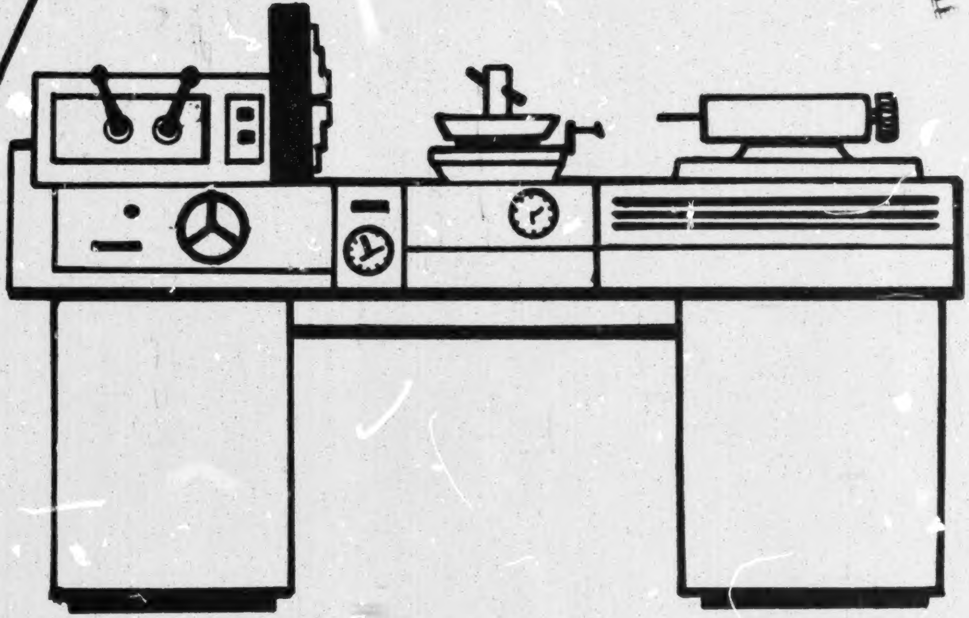

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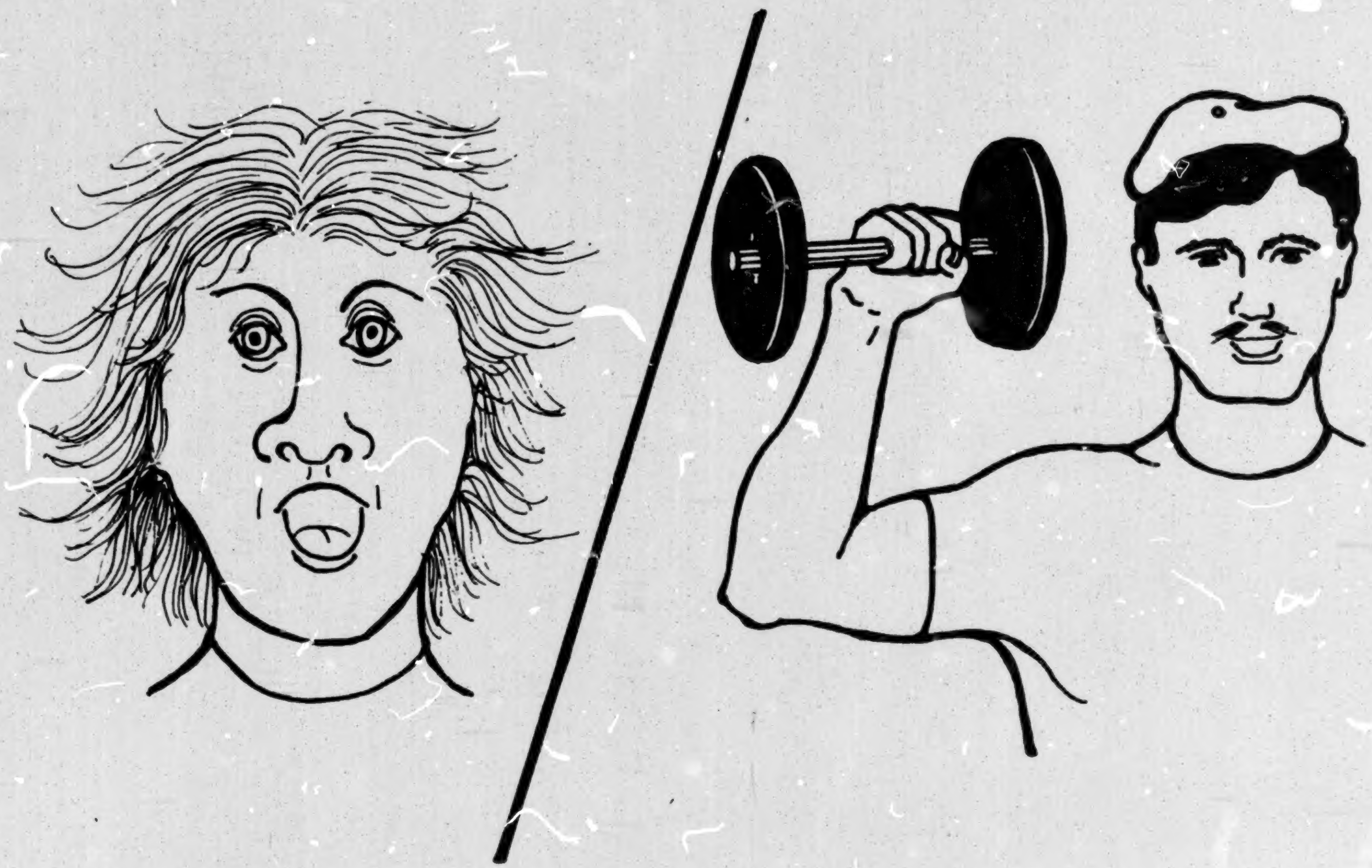
PL13



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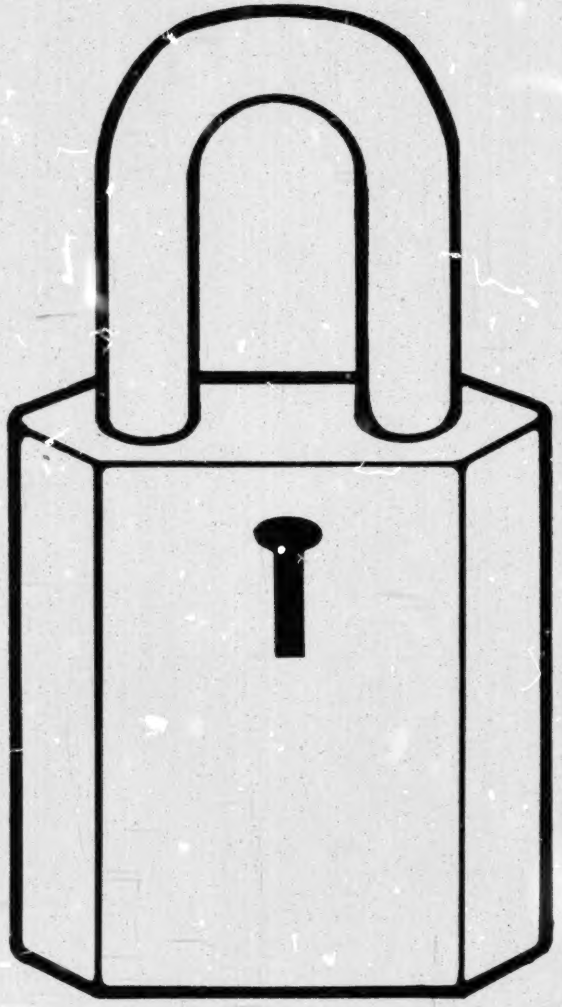

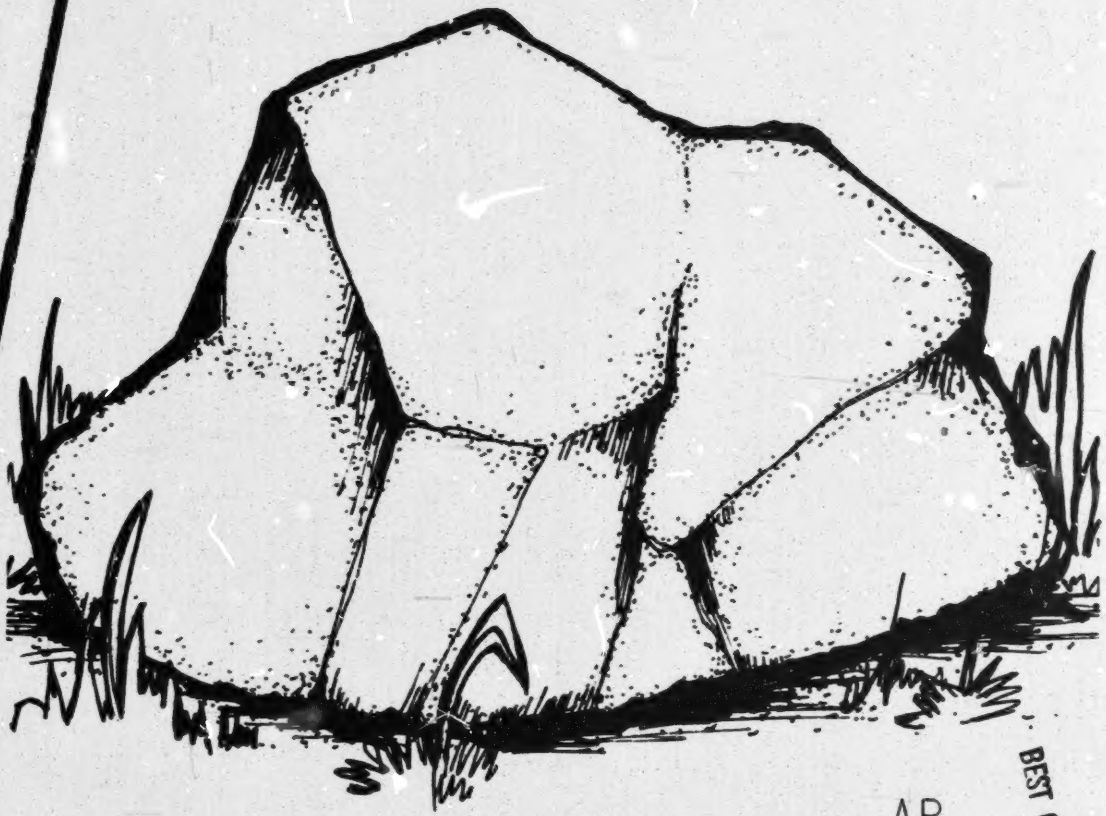

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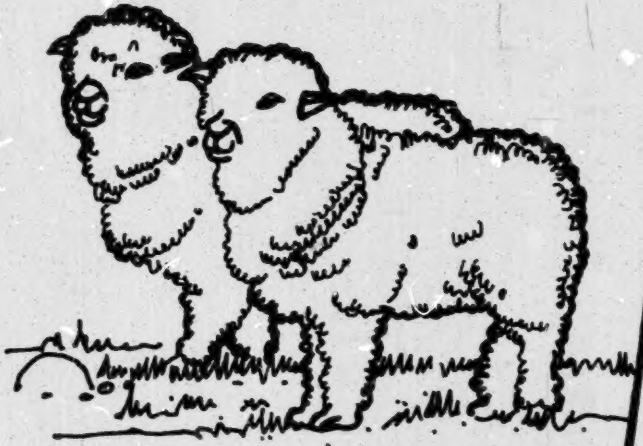

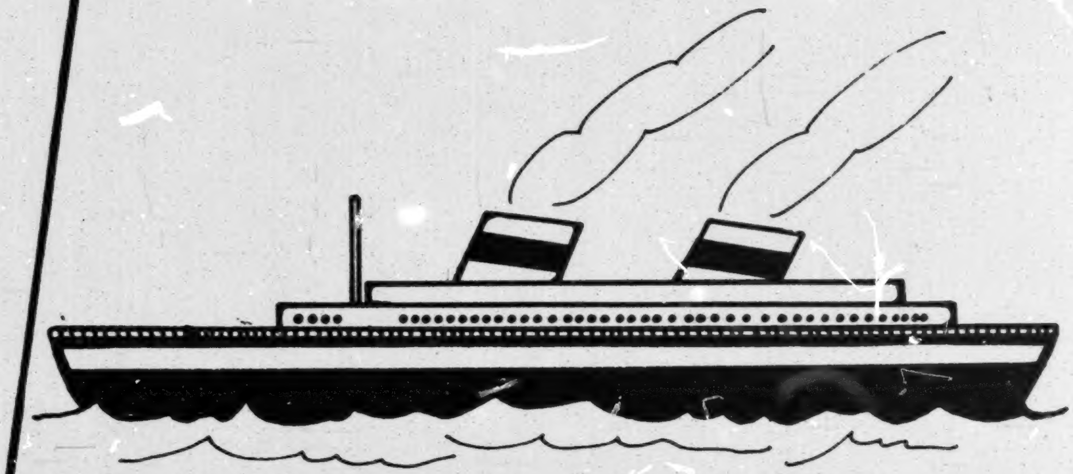

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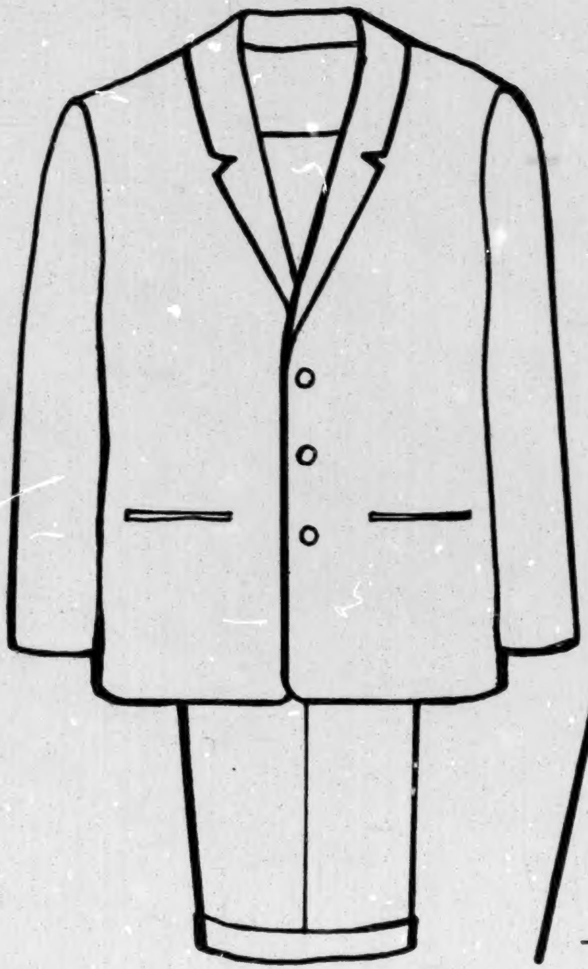

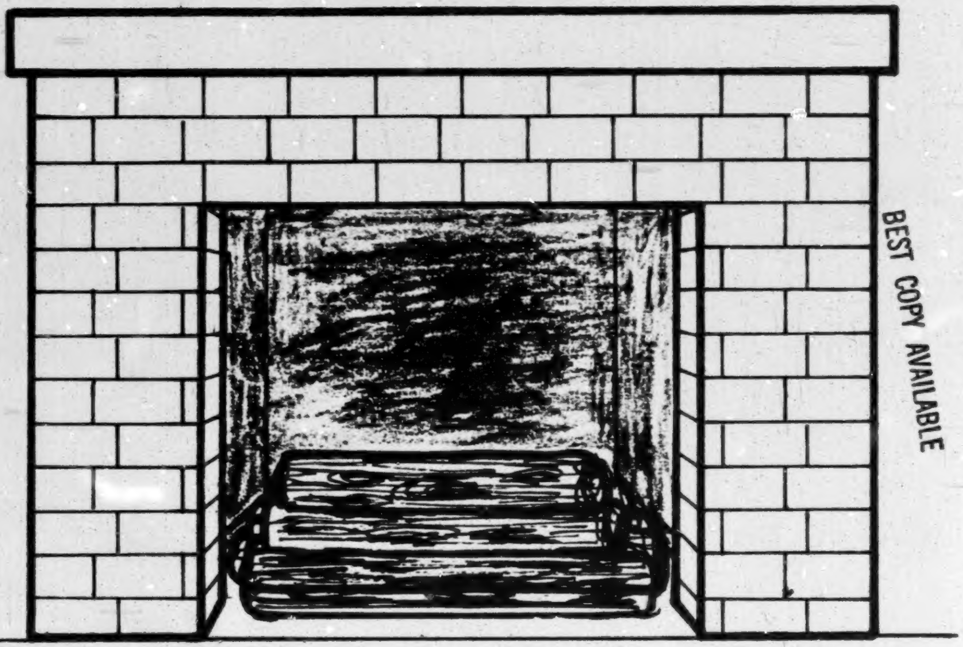

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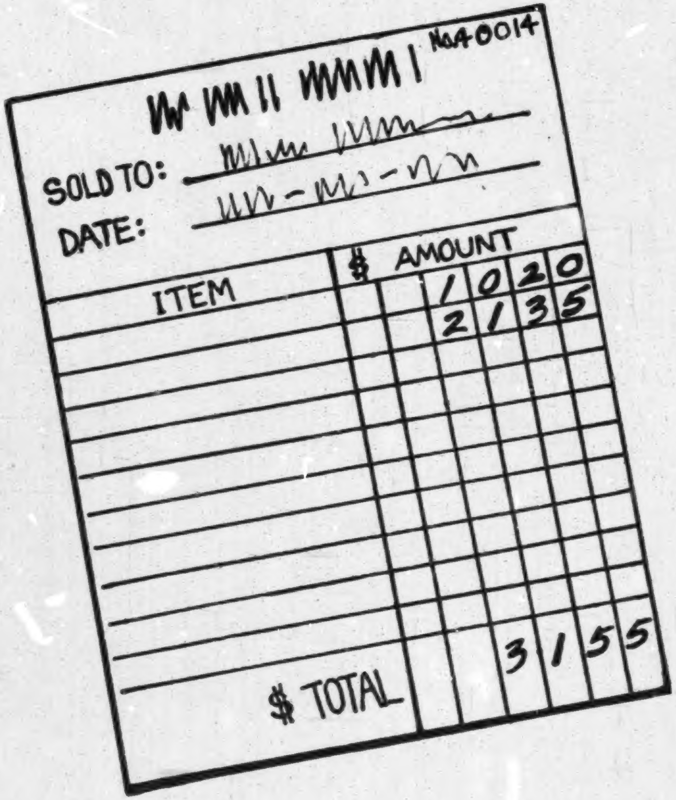
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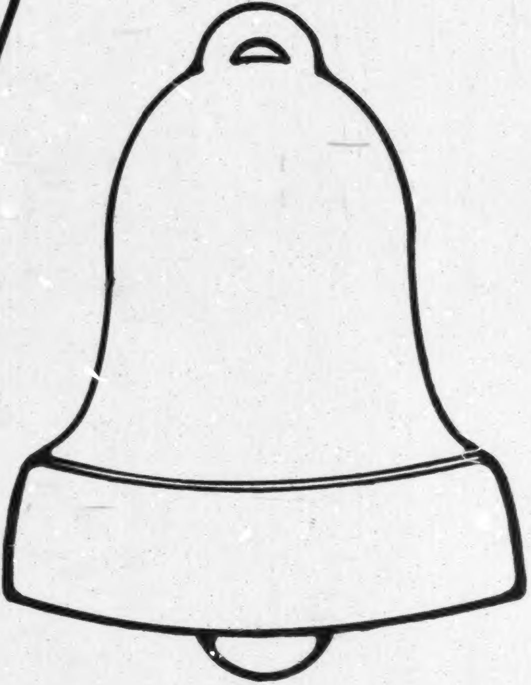

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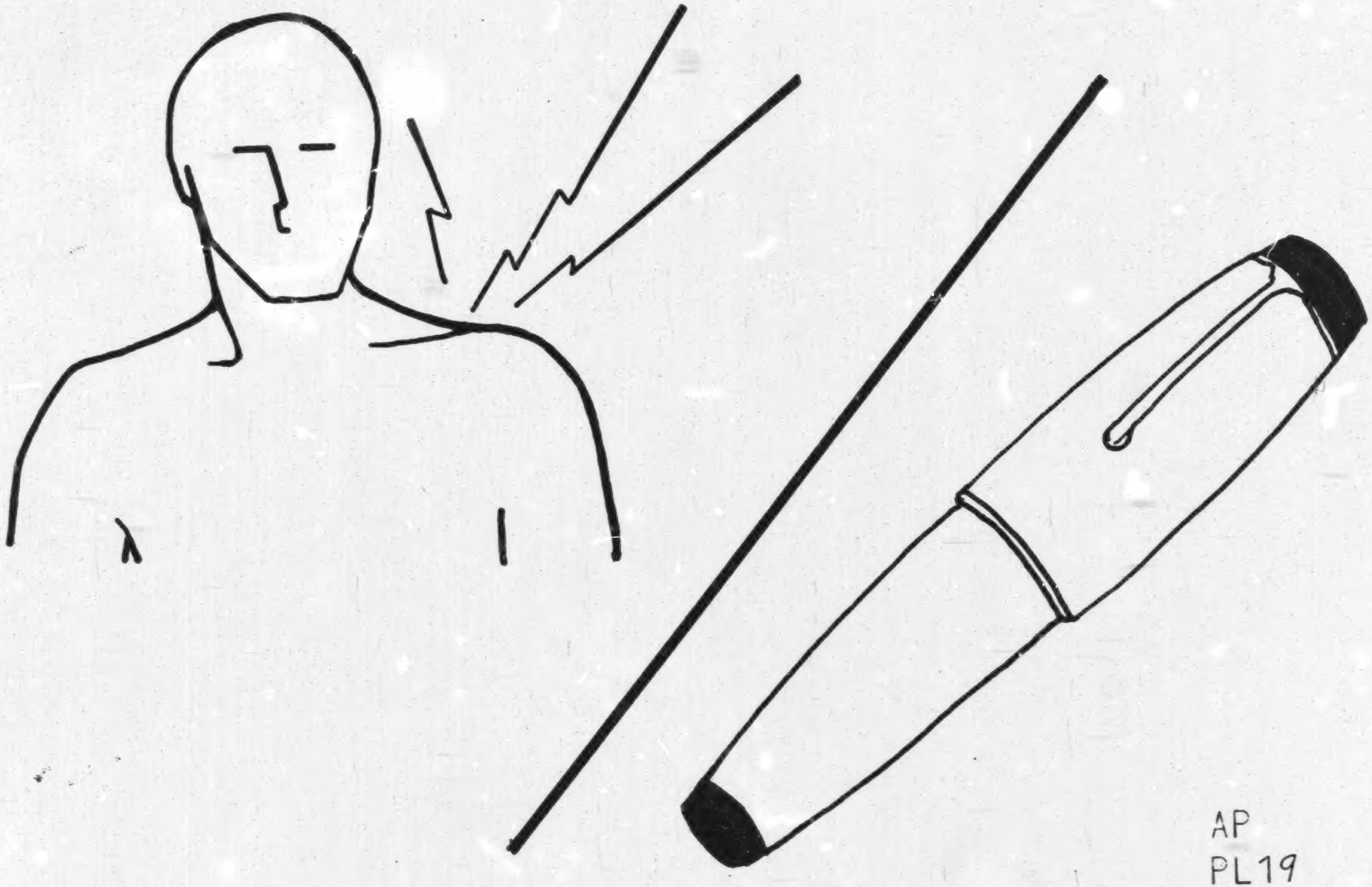

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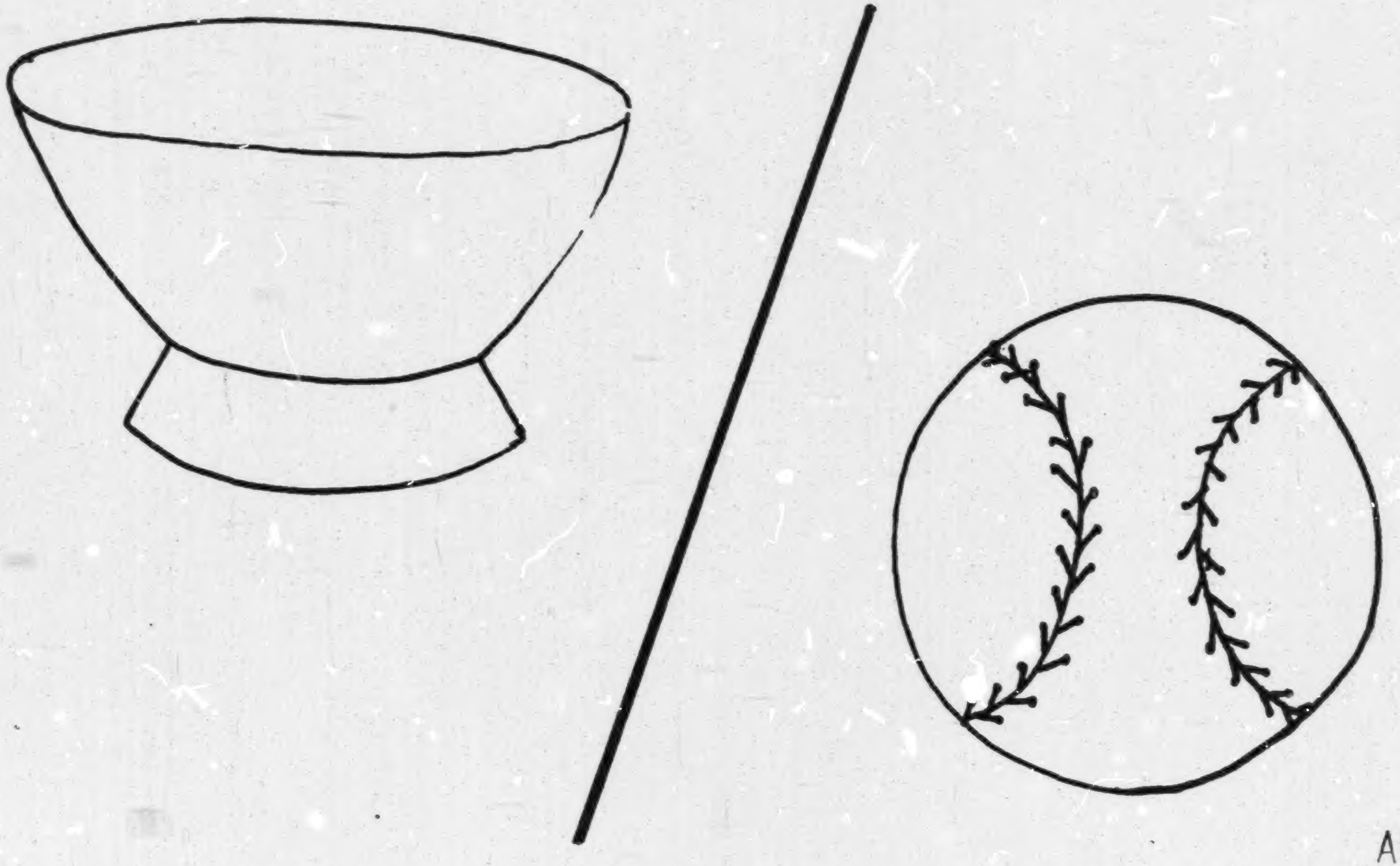

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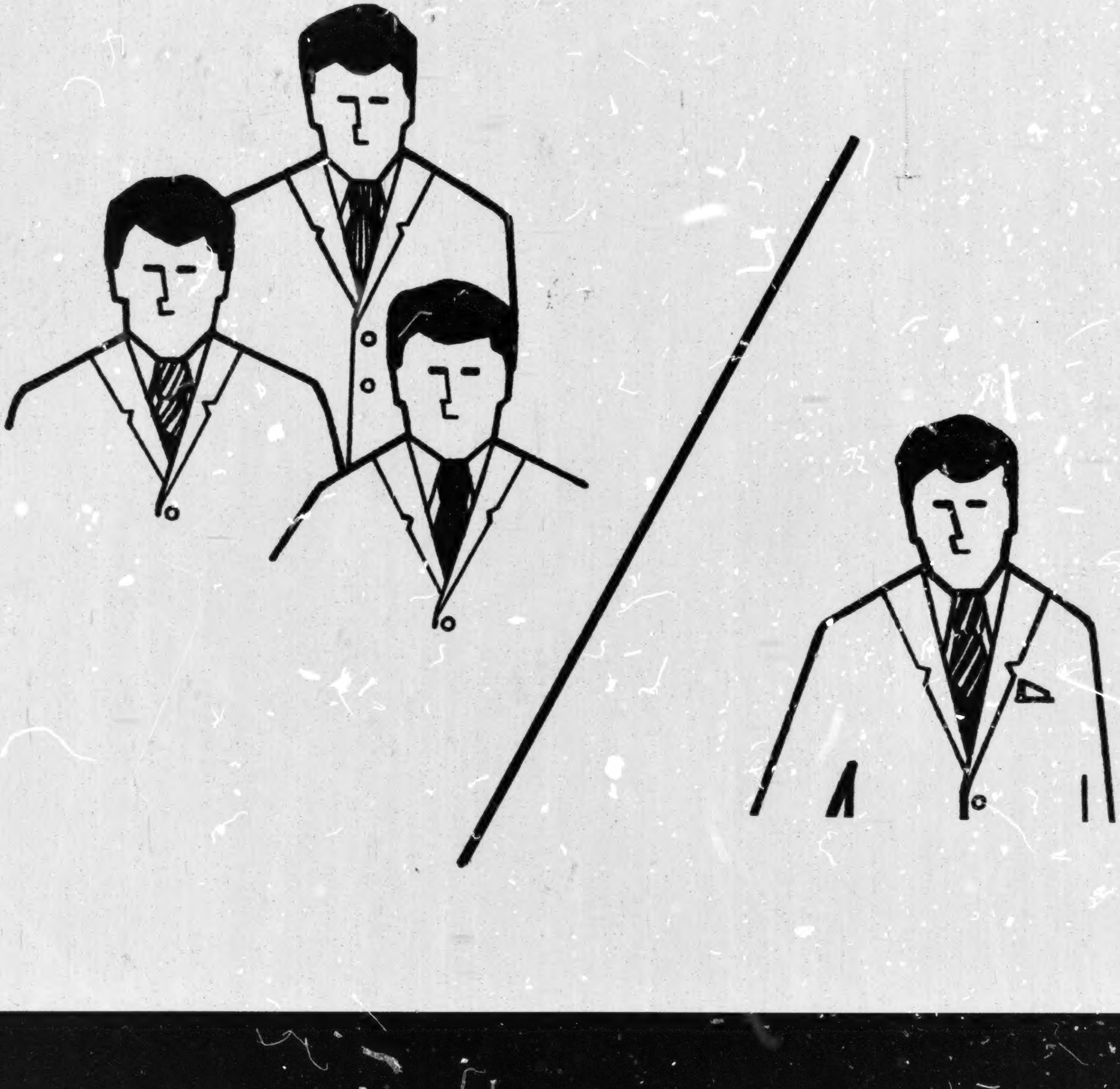

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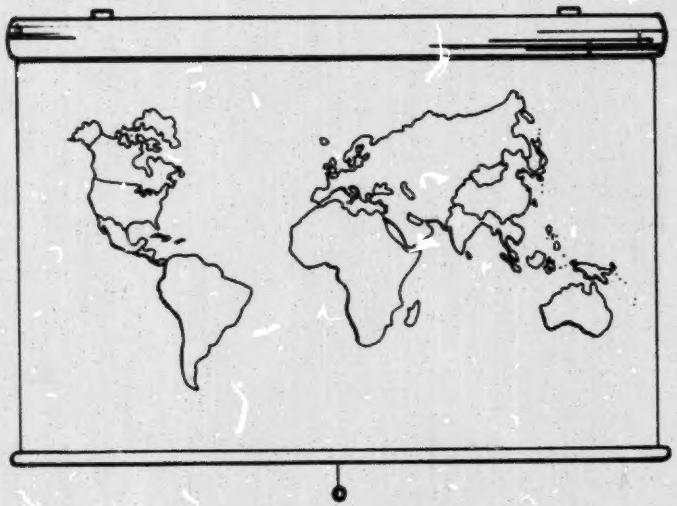

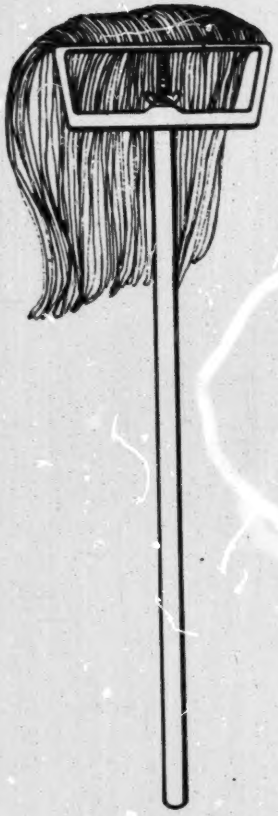

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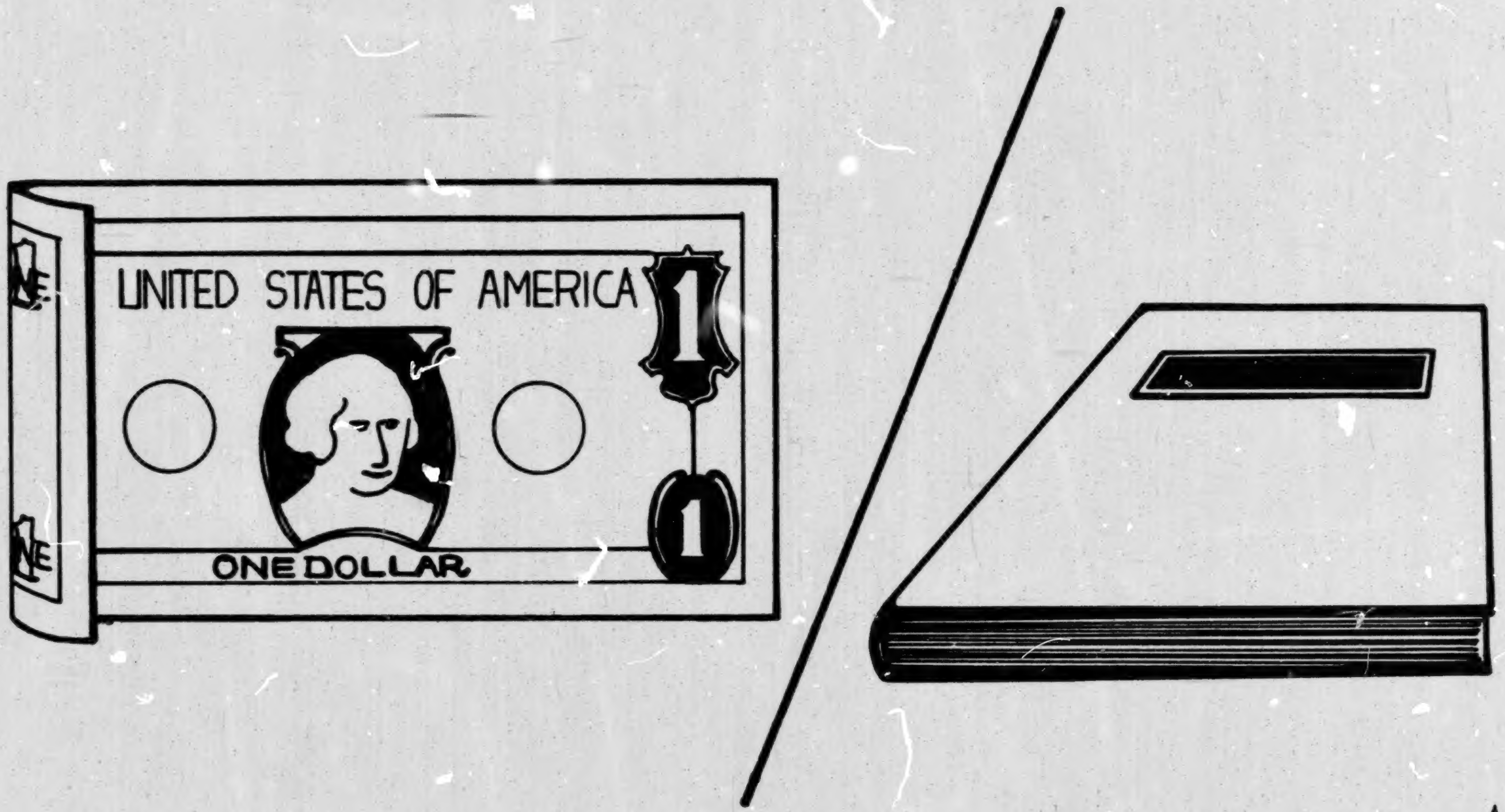
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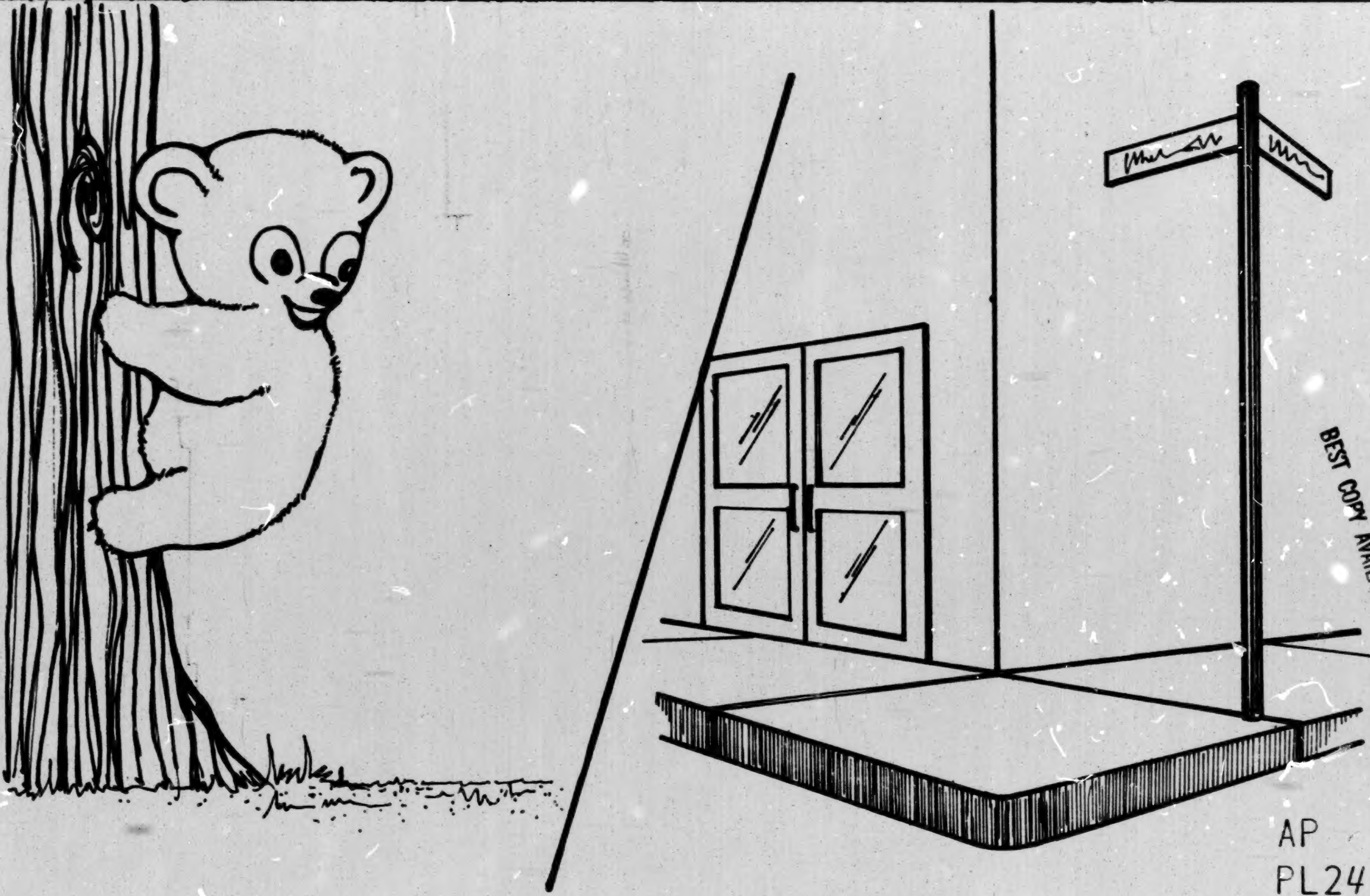

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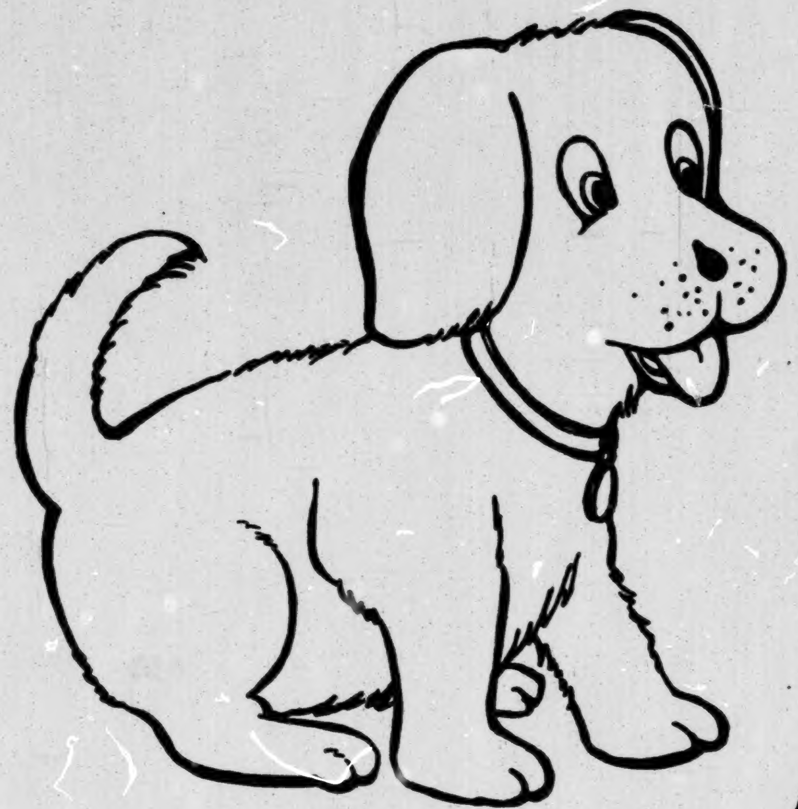

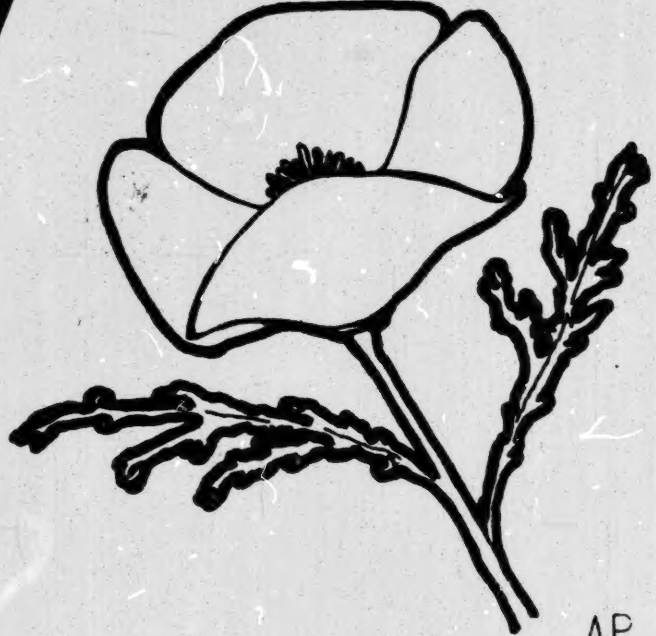

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PL25